

Parent School Advocacy Guide

Created by: Roger Goatcher (2013 WSEAT Graduate)

A Resource of the Wyatt Special Education Advocacy Training (WSEAT)

Table of Contents

- SECTION 1: RESOURCES OF SUPPORT PRIOR TO IEP MEETING
- SECTION 2: IEP MEETINGS
- SECTION 3: EDUCATION BENEFIT
- SECTION 4: AIDS, SERVICES, PROGRAM ACCOMMODATIONS/MODIFCATIONS
- SECTION 5: SERVICES
- SECTION 6: ONE ON ONE AIDES
- SECTION 7: BEHAVIOR
- SECTION 8: SPEECH
- SECTION 9: ASSISTIVE TECHNOLOGY
- SECTION 10: ADAPTED PHYSICAL EDUCATION (APE)
- SECTION 11: OCCUPATIONAL THERAPY
- SECTION 12: GOALS
- SECTION 13: TRANSPORTATION

SECTION 14: EXTENDED SCHOOL YEAR (ESY)

SECTION 15: COMMUNICATION RESOURCES

SECTION 16: REQUEST FOR RECORDS

SECTION 17: TIMELINES

SECTION 18: STATE TESTING

SECTION 19: ASSESSMENTS

SECTION 20: CALIFORNIA HIGH SCHOOL EXIT EXAM (CAHSEE)

SECTION 21: INDEPENDENT EDUCATION EVALUATION (IEE)

SECTION 22: FOOD MANAGEMENT

SECTION 23: DICTIONARY OF TERMS

SECTION 24: STATE COMPLAINT PROCEDURES/DUE PROCESS

SECTION 25: IEP

SECTION 1:

RESOURCES OF SUPPORT PRIOR TO IEP MEETING

Step 3: Read the Master File for the “Big Picture“

After you complete Step 2, read your child’s Master File from beginning to end. When you read the information chronologically, you will see the big picture.

At the beginning of this chapter, we mentioned the mountains of paper generated by the special education system. After reports are written, they are filed away. Few people will read or review this information again. Because there is no master plan, no one looks at the big picture.

Instead of looking at the forest, parents and school staff focus on the bark of the trees. When you organize your child’s file, you will see the forest, perhaps for the first time. You will understand. Many parents say that making a neat, organized, chronological Master File is a powerful educational experience.

Table 9-1	<i>Four Rules for Organizing the File</i>
------------------	--

1. Do not write on your original documents.
2. Do not use a marker or highlighter on your original documents.
3. Do not release your original documents to anyone.
4. Keep your notebook current.

Create Your List of Documents

You have dated the documents and filed them in chronological order, oldest document on top, most recent on the bottom. Now you need to create your Master Document List. When you organize documents chronologically and generate your Master Document List, you can compress your child’s history into a few pages. You can locate any document in seconds.

- If you want to make a note on a document in your Master File, write on a sticky note that you attach to the document.

To create your Master Document List, make a table with four columns. If you are using a word processing program, insert a four-column table. If you are not using a computer, draw a table with four columns on several sheets of paper. Label the columns: Date, Author, Type, and Significance. (Table 9-2 shows you how to format your list)

Enter each document by date, author, and type. Leave the Significance column blank. Attach sticky notes to all pages in your Master File that have test scores (i.e., the Wechsler Intelligence Test or the Woodcock Johnson Tests.)

4 Learning the Rules of the Game

"In the first place, God made idiots. That was for practice. Then he made school boards."
—Mark Twain, writer

As you begin to advocate for your child, you need to learn about school systems and how your district resolves problems and makes decisions. In this chapter, you will learn that your district is a bureaucracy with rules, customs and traditions and a chain of command. You will learn about Gatekeepers and One-Size-Fits-All (OSFA) special education programs.

When you learn the rules, you will be a more effective advocate and negotiator for your child. It's time to learn the rules of the game!

The Rules

"Those who play the game do not see it as clearly as those who watch."
— Chinese Proverb

Do you remember your first weeks on a new job? During those weeks, you felt insecure and uneasy. You did not know what to expect. You did not know how problems were handled and how decisions were made in this new environment. The fear of the unknown made you feel anxious.

In time, you found answers to your questions. When you learned what to expect, you felt comfortable. Your anxiety dropped.

When you begin to advocate, expect to feel anxious and insecure. As an outsider, you do not know how problems are solved and how decisions are made. As with new job jitters, your anxieties are caused by the fear of the unknown. During your first school meetings, expect to feel insecure and anxious. These jitters are normal reactions to your new role and the unfamiliar environment. As you gain experience, you will know what to expect and you will feel less anxious.

Understanding the School

What do you know about your child's school? What do you know about your school district? How are parents of children with disabilities perceived by the teachers at your child's school? How are parents of children with disabilities viewed in your school district? Who wields power in your school district? When you have answers to these questions, you will be able to advocate effectively for your child.

If you are like many parents, school meetings are confusing and frustrating. When you ask questions, you don't get answers.

Your child's team is a small part of a large system. School districts have a chain of command. If you have an unusual request, your child's school team may not have the authority to grant your request. An invisible administrator may be the person who answers your request.

School Bureaucracy Rules

Bureaucracies are created to fulfill missions. The mission of public schools is to provide a standardized education to all children. Public schools offer a standardized curriculum that children are expected to learn.

Schools are modeled after factories. The principal runs the school building, teachers provide the labor, and children are the raw material. Parents are outsiders. Power flows from the top. Teachers and parents do not have the authority to make decisions that involve a commitment of resources.

Special Education Rules

When you advocate for your child, you will learn about special education rules. You will learn about gatekeepers and one-size-fits-all (OSFA) programs. When you understand how the special education system operates and how decisions are made, you will be a more effective advocate.

Gatekeeper Rules

When you advocate, you are likely to meet gatekeepers. Gatekeepers limit the number of children who have access to special education services and limit the services children can receive. If you have health insurance through an HMO or managed care firm, you know about gatekeepers.

Gatekeepers may tell you that your child is not entitled to:

- An evaluation
- Any change in the IEP
- More services
- Different services

The Gatekeeper's job is to say "No!" One of your jobs is to persuade the gatekeeper that your child's situation is different and requires a different approach.

“We Can’t Make Exceptions”

School districts have elaborate systems of rules that govern how decisions are made and by whom. When you try to develop an appropriate program for your child, you may run into the “We can’t make exceptions” rule. “We can’t make exceptions” is related to “We have never done that before.” When you prepare and plan, you can defeat both arguments.

“One-Size-Fits All” (OSFA) Programs

Many school districts have standardized “One-Size-Fits-All” (OSFA) special education programs. If your district is creative, you may have two program options: OSFA #1 and OSFA #2. In a typical OSFA program, decisions about the child’s program and placement are based on the child’s disability category or label, not on the child’s unique needs.

If you have a four-year-old child with autism, your child’s program and placement may be the school’s standardized OSFA preschool program for all children with autism. If your child has dyslexia, the child’s program and placement is likely to be the district’s standardized program for all children with learning disabilities.

What is wrong with this?

The school district is required to provide each child with an individualized special education program tailored to that child’s unique needs. Standardized OSFA programs are not tailored to any child’s unique needs. Schools design OSFA programs for the convenience of the adults in the system.

Individualized Programs

Individualized programs are labor-intensive and more difficult to administer. If you are trying to develop an individualized program for your child, expect to run into resistance. You are negotiating with a system that uses categories and labels to make decisions. If you plan and prepare, you can prevail.

When parents plan and prepare, they can design appropriate individualized programs. What is the secret to their success? They know what their child needs, and they know how the system operates—they know the rules of the game.

Learning About Your School District

What do you know about your school district? Who is in charge? What is the school’s perception of parents of children with disabilities? To negotiate and advocate, you need to know the answers to these questions.

Learning About School Climate

Climate is a term that describes the learning environment created by teachers and administrators. What is the climate of your child’s school?

If your child's school has a positive climate, you will be encouraged to play an active role in your child's education. Teachers and parents build healthy working relationships.

Learning About School Teams

If you are like many parents, you may not realize that your child's school team has invisible members whom you may never meet. These invisible members are school administrators who have the power to make decisions about special education programs.

If you request a special education program that is different from the district's standardized program, the team may not have the authority to grant your request. The team has to consult with invisible members who make these decisions. These invisible members may not know you or your child.

Who are your invisible team members? How will these people respond to your request?

Rules of the Game

To negotiate on your child's behalf, you need to be able to analyze your strengths and weaknesses and the school district's strengths and weaknesses. You need to learn the rules of the game. What are these rules?

Table 4-1

Ten Reasons Why Schools Say No!

1. The school does not want to change long-standing procedures.
2. The school does not want to make exceptions to existing policies or practices.
3. The school is afraid of setting a precedent.
4. The school does not have the staff to meet the child's needs.
5. The staff is not trained to meet the child's needs.
6. The school does not have a program to meet the child's needs.
7. The school is committed to their one-size-fits all service delivery models.
8. The school believes the services your child needs are too expensive.
9. The school is overwhelmed by the complexity of your child's needs.
10. The school does not understand the legal requirement to provide your child with an individualized program.

If you know the rules of the game, you are on time for meetings. You prepare. You present your concerns and problems in writing. You work to develop “win-win” solutions to these problems. You keep your emotions under control and shake hands at the end of the meeting. You take steps to protect the parent-school relationship.

When parents do not know the rules of the game, they show up late for meetings. Some assume that school personnel always make good decisions about educating their children with disabilities. Others fight battles over issues they cannot win. Some lose their tempers, throw down the bat and go home.

When parents do not know the rules of the game, they do not understand the need to protect the parent-school relationship.

When you negotiate for your child, you will prevail on some issues. You will not always prevail. You need to identify your key issues and those issues that are less important. If the school refuses to negotiate on an important issue, you do not give up. You find other ways to tackle the problem and get your child the services he or she needs.

If you keep an open mind, you will learn from experience. After each school meeting, think about what you learned. When you have negative experiences, remember that you can learn from these bumps in the road.

As a parent, you represent your child’s interests. If you do not represent your child’s interests, no one else will. Special education is expensive. Resources are limited. School personnel act as gatekeepers, and limit access to expensive services.

These are the rules of the game.

In Summation

In this chapter, you learned about the rules of the game. You learned that schools are governed by rules and chains of command. You learned that invisible team members make important decisions. When you learn the rules, you will be a more effective advocate for your child.

In the next chapter, you will learn about obstacles to success. These obstacles include myths, emotions, and school culture. When you recognize these obstacles, you can prevent problems.

Your Notes Here

5 | Obstacles to Success

“Nothing in the world is more dangerous than sincere ignorance and conscientious stupidity.”
—Martin Luther King, civil rights activist

In this chapter, we describe obstacles you may encounter as you advocate for your child. When you recognize obstacles, you can take steps to prevent problems. You will learn about school obstacles, including inaccurate information, myths, and school culture. We will describe common parent obstacles including isolation, lack of information, and emotions.

You will learn to recognize personality styles, from Pit Bulls to Wet Blankets, and strategies you can use to deal with difficult people. We describe emotional traps you need to avoid. This chapter ends with strategies to help you build a working relationship with school personnel.

Obstacles to Advocacy

When you advocate for your child, common obstacles include inaccurate information and myths about how children learn. You are likely to get conflicting answers to your questions.

Inaccurate Information

Never assume that legal advice or information you receive from school personnel is accurate. In most cases, school people who offer legal advice have not read the law. Their advice is based on information they received from sources within the school system.

Here are a few examples of inaccurate information and bad advice that parents and teachers receive.

From parents:

“I was told my child is not eligible for services because he is passing.”

“My child is in fifth grade and can’t read. The IEP team will not include a goal about teaching my child to read. They said IEP goals must relate to the curriculum.”

"When I asked the district to evaluate my child, they said they don't have enough staff."

"The IEP team said they are not allowed to provide one-on-one speech therapy because this would violate the inclusion law."

Is this information accurate? No!

From teachers:

"Children who have ADHD are not eligible for special education. Maybe we can offer an accommodations plan."

"Some of my students need services in the summer. My supervisor says it is against the law to tell parents about extended school year services."

Is this information accurate? No!

Many people who offer legal advice have not read the law. Their advice is based on what they heard at a conference, read in an article, or overheard in the teacher's lounge.

Myths

Here are some common myths about how children learn:

"He has dyslexia. He will never learn to read." (Special education teacher)

"She is mentally retarded. She will be happier in a special class with other mentally retarded children." (Special education director)

"He has a disability. He will never be able to pass the state tests." (School psychologist)

Issues about who learns, who does not learn, and why children have trouble learning are not as simple as these statements lead you to believe.

If you have high expectations for your child, do not be surprised if the school views you as unrealistic and advises you to lower your expectations.

In 1953, educators told Pete Wright's parents: *"You need to lower your expectations for Peter. He is not college material. College is not a realistic goal for him."* Pete Wright is a successful attorney and co-author of this book.

Twenty-five years later, special educators told Pete Wright: *"You need to lower your expectations for Damon. He wants to go to law school. This is not a realistic goal for him."* Today, Damon is a successful trial lawyer.

If you have a child with a disability, teach your child to work hard and persevere. Because you are your child's role model, you must work hard and persevere too!

School Obstacles

Rich and Beth's four-year-old son has autism. If Alex receives intensive early intervention, he may be able to attend regular education classes in two or three years.

You want the school to provide your child with a special education program that is individualized and effective. You want your child to benefit from special education. You believe the current program is damaging your child. You fear that if your child does not master basic skills, your child will not be an independent, productive adult.

What do you know about the school district's interests? What are their concerns and fears? What do they want? You know that your school district is a bureaucracy. Your school district fears change, loss of control, and loss of face.

Real Issues: Expense and Control

If you look closely at disputes between parents and schools, you will find that most disputes are actually about expense and control. Most special education disputes fall into four categories. (See Table 6-1)

Expense of Individualized Programs

Good special education services are intensive, individualized and expensive. Many parent-school disputes are actually about how to allocate scarce resources, not about the official "presenting problem."

Parents and schools have different objectives. As the parent of a child with a disability, you want your child to receive an individualized special education program that meets your child's unique needs. Individualized programs are labor-intensive and expensive.

Table 6-1	<i>Common Issues in Special Education Disputes</i>
	<p>Eligibility The child has educational problems that suggest a disability. The school has not found the child eligible for special education, perhaps by using a "discrepancy formula" to deny eligibility.</p> <p>Failure to Provide an Appropriate Education The child's IEP is supposed to be individualized to meet the child's unique needs. Many districts offer "One size fits all" programs that do not meet the child's needs.</p> <p>Failure to Implement the IEP The child has an IEP that includes a commitment to provide services. The school is not providing the services and supports in the IEP.</p> <p>Inappropriate Discipline The child has behavior problems caused by the disability. The school has a "zero tolerance" discipline policy. Although the child's behavior is a result of the disability, the school suspends or expels the child.</p>

Loss of Control

Teachers and special education service providers are the designated education experts. When you actively advocate on your child's behalf, your assertiveness may cause some school personnel to feel threatened. When the school views a parent as a threat, school personnel often try to limit that parent's ability to advocate.

Common Parent-School Problems

Here are six common parent-school problems and strategies you can use to resolve these problems.

Problem: Different Views of the Child

"When I go to meetings, they never say anything good about my daughter."

If you are like many parents, you feel sad about the school's perception of your child. You view your child as an individual with unique qualities and abilities. When you offer information about your child's skills and interests, the school ignores, discounts, or rejects your information. If the school does not observe a skill or behavior, it does not count.

You may believe the school must see your child as an individual before there can be agreement on the services your child needs. The school may believe you are a single-minded emotional parent who is incapable of making rational decisions about your child's educational program.

Strategies: Different Views of the Child

If you and the school have different views of your child, try to narrow the gap.

Write a letter that describes your child and what you want for your child. Your letter should be factual and polite. Send copies of this letter to the regular members of your child's team. Ask that your letter be included in your child's file.



You will learn how to write effective letters in Chapters 23 and 24.

If you feel offended by disparaging comments about your child, mention this in your letter. Explain that these comments focus on your child's weaknesses only, not on your child's abilities, strengths, aspirations, and needs. Stick to the facts. Do not try to make people feel guilty.

Problem: Lack of Information

If you are like many parents, when you learned that your child had a disability, you felt lost. You did not know what to do or where to turn. When you entered the world of special education, you felt overwhelmed.

In the beginning, you spent time learning about your child's disability. Later, you

learned how the disability affects your child's learning and how your child needs to be taught. As you learned, you had more questions. You may have questions about your child's progress, special education program and placement, or the instructional methods used to educate your child.

What happens if the school cannot or will not answer your questions? What happens if your child's teacher says, "*I really shouldn't tell you this but...*" or "*You can't tell anyone I told you this but...*"

You begin to listen for evasions. You spend more time talking with the teacher who said, "*I really shouldn't tell you this but . . .*"

As you become aware of the imbalance of knowledge and information, you feel anxious and frustrated. "*They know the rules. We do not. We are at a disadvantage. How can we advocate for our children?*"

If you do not get straight answers, you will turn to people outside the system for answers. You will use the Internet, participate in online chats, and join listservs. When you get answers to your questions from outside sources, you will feel differently about the school.

After conversations with the teacher, you may realize that invisible strangers are making decisions about your child's special education program. Your perspective will change.

Strategies: Lack of Information

If you have a problem getting the school team to hear you, write a parent agenda for the next meeting. Your parent agenda should include your perceptions, your concerns and problems, and your proposed solutions. Keep your agenda short — one or two pages are usually best.



In Chapter 25, you will learn how to write and use a parent agenda.

A few days before the meeting, send your parent agenda to the team members. Assume that no one will read the agenda before the meeting. Some people will lose it; others will forget about it. Do not take offense. Bring extra copies of your parent agenda to the meeting.

When you present a written document to the school team, you make it more difficult for the team to ignore your concerns or overlook your comments. Your agenda will become part of your child's educational file. If you continue to have problems with the school, your agenda is evidence of your attempts to resolve problems.

Problem: Lack of Options

If you have questions about your child's progress, placement, program, or instructional methods that the school cannot answer, you may view this as proof that something is wrong. Despite the requirement to provide your child with a program tailored to his or her unique needs, most schools do not offer many program options.

You may view this lack of options as evidence that the school does not understand your child's needs. New thoughts crowd into your mind, "*Something is wrong with the services my child is receiving.*" You try to push these unwanted thoughts away.

Although school districts should involve parents in program planning, few do so. Districts that involve parents learn that parents offer fresh ideas and creative solutions. When parents are involved in planning, they are more committed to making the solutions a success.

If you express concerns about your child's program or placement, the smart school district will ask, "*What do you want for your child?*" Smart districts do not say, "*We don't do that.*"

Strategies: Lack of Options

If you have a problem with limited program options, write a letter to the school team. Explain that you understand the district is supposed to provide a program that meets your child's needs. You are requesting information about all program options that are available. Advise that you need this information before you can make an informed decision about an appropriate program for your child. You appreciate their help. The tone of your letter should be polite.



Never use the word "best" or the terms "maximum potential" or "most appropriate."

Eliminate these words from your vocabulary. Ask your consultant or private sector expert not to use these terms in reports or evaluations.

By law, your child is **not entitled to the "best" program**, nor to a program that maximizes the child's potential. If you ask for the "best" program, your words will come back to haunt you. Your child is entitled to an appropriate program, no more, no less.



You will learn about the words "best" and "appropriate" in Chapters 15 and 16.

Problem: Hidden Issues

"I should not be made to feel guilty because my child needs services, or that my child's services are expensive."

The school is required to provide your child with a special education program that is tailored to your child's unique needs. By law, these services must be free – "at no cost to child's parents."

Schools act as gatekeepers. When schools provide special education services that are tailored to the unique needs of the child, the school must commit personnel and financial resources.

Assume you request an unusual or expensive program at the next IEP meeting. At the end of the meeting, you realize the team did not respond to your request. Perhaps someone changed the subject. What happened? The IEP team could not admit that they did not have the authority to approve your request.

According to the IDEA, the IEP team that includes the child's parents makes all

decisions about the child's special education program and placement. In fact, if you request an unusual or expensive program, the decision is likely to be made by an administrator who does not know you or your child and did not attend the meeting.

No one will tell you this! The IEP team may pretend that you did not make a request. The team leader may suddenly cancel the meeting. The school may claim that the IEP meeting was not really an IEP meeting.

Strategies: Hidden Issues

Hidden issues cause tremendous confusion and mistrust. The simplest strategy is to put your request in writing. When you write your post-meeting thank you letter, explain that you made a request about your child's program that the team did not address. Ask for a response to your request. (To see how one parent handled this, read Jim Manners' letter in Chapter 24 about Writing Letters to the Stranger.)

Problem: Feeling Devalued

"My child's school doesn't value children with disabilities enough to help them prepare for life. Prepare them for placement in a sheltered workshop—that's enough."

Several factors make conflict between you and the school more likely:

- When you are lied to
- When important information is withheld from you
- When you are patronized
- When you sense hidden issues or agendas
- When you feel devalued

School personnel also feel devalued. Several factors make conflict with parents more likely:

- When you do not share your concerns with the school
- When you request a due process hearing without trying to work things out
- When school personnel sense that you have hidden agendas or issues
- When they feel devalued

Strategies: Feeling Devalued

You must learn how to disagree without devaluing the other side. If you feel devalued, do not react. Include a factual description of what happened in a letter or post-meeting thank you note. Express your hope that this will not happen again. *Do not discuss your feelings.* The tone of your letter should be polite.

Problem: Poor Communication and Intimidation

"The IEP team leader was rude and condescending. She monopolized the meeting, interrupted us when we tried to talk, and misstated our position."

Common parent-school communications problems include:

- Lack of follow-up
- Misunderstandings
- Intentional vagueness
- Intimidation

When schools bring large numbers of school personnel to meetings, they are usually trying to intimidate parents or prepare their witnesses for a due process hearing. When parents request a service or program and the school responds by scheduling another meeting without responding to the parents' original request, the school is trying to wear the parents out.

Strategies: Poor Communication and Intimidation

When conflict reaches this degree of intensity, the parent-school relationship is polarized. Both sides feel angry and betrayed. If your district uses bullying tactics, this ensures that you will feel betrayed and lose trust. Bullying makes conflict inevitable. There are no simple solutions to these problems.

If the school is unwilling to resolve problems, you are at a crossroads. To secure the services your child needs, you may have to engage in litigation. Litigation has significant risks. If you prevail and force the school to accept your solution, as occurred in civil rights litigation in our country, you may win a victory that takes years to implement. (Example: Massive resistance after the U. S. Supreme Court decision in *Brown v. Board of Education*.)

You are left with the option of extending an olive branch, while protecting yourself and your child and preparing for litigation. Throughout this book, you will learn how to use tactics and strategies to build healthy working relationships with school personnel. If you use these strategies, you can often cause a positive shift in your relationship with the school.

Table 6-2

How Special Education Disputes Are Resolved

1. Informally, in IEP meetings and private meetings
2. Complaint to the state education agency.
3. Mediation
4. Due process hearing.
5. Appeal to court.

Problem: Loss of Trust

"We know that our child was damaged by the school. We do not know how severe or enduring the damage will be. Often, our feelings of betrayal are so strong and bitter that we will never trust again."

If you lose trust, your belief that the school knows how to help your child changes to a belief that the school does not know how to help your child or does not want to help your child.

When you lose trust, you feel insecure and anxious. You may believe that your child has been damaged. Is the damage permanent? From your perspective, the people you trusted violated your trust. If you feel betrayed, or you view the school relationship as worthless, you are in crisis. In the next chapter, we will help you deal with a school crisis.

If conflict is inevitable, what can you do? Hide? Duck? Fight?

Strategies: Loss of Trust

If you discover that your spouse committed adultery, you will suffer loss of trust. You will feel betrayed. Special education disputes involve similar emotions, including loss of trust and betrayal.

In marital conflict, some relationships heal and become stronger. Other relationships terminate. The child's life may improve because the parents reconcile or because the parents divorce. The child's life may worsen after the parents reconcile because of continuing discord. The child's life may improve because the parents' relationship is healthier. How conflict affects the child depends on how adults handle the conflict.

When communication breaks down, this may lead to litigation or to improved relationships. To improve relations, the parent will have to take the first step and extend the olive branch. Yet, the parent must also anticipate that litigation may be necessary to resolve ongoing problems.

Tips to Resolve Problems

How do you resolve work schedule problems with your co-workers? You negotiate. How do you resolve financial problems with your partner? You negotiate. How do you resolve problems with your school? You negotiate.

Negotiate to Resolve Problems

When you negotiate, you put yourself in the shoes of the other side and answer questions like these:

- Perceptions: How do they see the problem?
- Interests: What do they want?

- Fears: What are they afraid will happen if they give me what I want?
- Positions: What is their bottom line?

If you have a dispute with the school, you have two goals: to resolve the issue and to protect the parent-school relationship. In parent-school disputes, emotions run high on both sides. Your emotions and the emotions of school personnel merge with the issue, leading to anger, mistrust, and bitterness. When this happens, relationships are polarized and a good outcome is less likely.

Table 6-3 | ***Five Golden Rules for Negotiators***

1. Listen more than you talk.
2. Ask 5 Ws + H + E questions to clarify the perspective and position of the other side.
3. Storytelling reduces resistance. Make requests by telling the child's story.
4. Make situations informal. Meet in different places. If things are tense, bring food that smells good.
5. Treat other people with respect.

If you have a problem with school personnel, remind yourself that you are dealing with people. People are emotional. When people feel emotional, it is difficult for them to think about new solutions to problems.

Never Underestimate the Importance of “Face”

Some parents initiate litigation because they want the school to admit their failures. Do not do this!

You have learned that your school district is a bureaucracy. Bureaucracies cannot admit that they did not or cannot fulfill their mission. If you confront the school with evidence that they failed, they will attempt to save face by claiming that:

- The child is really making progress. (We did not fail.)
- The child is choosing not to learn. (The child failed.)
- The child's problems are due to poor parenting. (You failed.)

Many disputes boil down to positions taken to save face. If you seek a “win-lose” solution to your dispute with you as the winner, you do not understand the importance of face. You risk losing the issue *and* destroying your relationship with the school.

- Try to resolve disagreements and problems early.

Table 6-4

Four Deadly Sins for Negotiators

1. Blaming and shaming
2. Criticizing and finding fault
3. Sarcasm, scorn and ridicule
4. Judging, patronizing and bullying

In Summation

In this chapter, you learned that parent-school conflict is normal and inevitable. We described the impact of beliefs, perceptions, and interests on conflict. We identified issues that cause conflict and provided simple strategies that you can use to resolve conflict before things get out of hand.

Your Notes Here

Who Should Attend Every IEP Meeting?

The IEP Team must include at least the following four people:

1. **a special education case manager;**
2. **a regular education teacher;**
3. **a “district representative,” i.e., an administrator or designee of an administrator;**
4. **the parent/guardian/adult student; OR**
 - The person who has “educational rights,” with the evidence of a court document or a signed parent letter in the student’s cumulative record file.
 - If there is no parent, guardian, adult student or person with legal educational rights, contact your program specialist.
5. **Additionally:** When assessment reports and recommendations are being brought to the IEP meeting, the IEP team must also include a person who has expertise in interpreting the assessment results, preferably the person(s) who assessed the student.
6. **Additionally:** The IEP team must include “related service” providers, e.g., Speech Language Pathologist (SLP), Occupational Therapist (O.T.)
7. **Additionally:** When appropriate, the IEP team **may** include the student.

What is the law regarding the attendance of a regular education teacher at an IEP meeting?

- The IEP team shall include a regular education teacher if the student *is or may be* participating in regular education.

Which regular education teacher should attend the IEP meeting?

- At least one regular education teacher of the student must attend, if the student is, or may be, participating in the regular education environment. If more than one regular education teacher is providing instructional services to the student, one regular education teacher may be designated to represent the others.

What is the regular education teacher’s responsibility at the IEP meeting?

- Prior to the meeting (s)he assists with the annual progress report on current IEP goals and with the writing of draft new goals for the Annual IEP.
- The regular education teacher, to the extent appropriate, will participate in the development, review and revision of the IEP.

- (S)he gives an update of the student's progress in all subjects (elementary) or in his/her subject area(s) at Annual IEP meetings and at IEP meetings held for other purposes.
- (S)he assists in the determination of appropriate positive behavioral interventions and supports, other strategies, the determination of supplementary aids and services, program modifications and supports for school personnel.

*When may a regular education teacher or other IEP team member be **excused** from attending an IEP meeting?*

A regular education teacher or other team member may be excused from attending an IEP meeting:

1. If the parent agrees in writing that the attendance of the teacher is not necessary, because the teacher's area of the curriculum is not being modified or discussed at the meeting.
2. When the meeting *does* involve a modification to or a discussion of the teacher's area of the curriculum, (s)he may be excused **if both** of the following occur:
 - a) If the parent agrees in writing that the attendance of the teacher is not necessary;
AND
 - b) If the teacher submits input into the development of the IEP program in writing, prior to the meeting.

This "input" should include: a progress report of current grades, a progress report on current IEP goals and objectives related to the teacher's area of the curriculum, student attendance, work habits, behavior, work completion, and homework turned in.

USA
PRADER-WILLI SYNDROME ASSOCIATION
Still hungry for a cure.

30 Tips for Strengthening the Partnership with School Professionals



- Take care of yourself!
- Remember anger is not a strategy! Take some time to have a plan.
- Document, Document, Document. If it isn't written it didn't happen!
- Strive for a professional relationship with the school.
- Know how to find the law you need to know.
- Don't assume the school knows the law better than you.
- Be prepared.
- Be organized.
- Be realistic and open minded.
- Focus on interests – not positions.
- Utilize PWSA (USA).
- Bring someone with you to IEP meetings.
- Understand tests and test results to establish your child's baseline and to measure progress.
- Pick your battles.
- It's all about the data.
- Be a regular visitor to www.wrightslaw.com and while you are there sign up for their blog and order the book "From Emotions to Advocacy".
- Read the IDEA! And don't forget to check the IDEA commentary. Hint: You can find these resources on the Wrights Law website.
- Translate medical language into school language. Ask your medical provider to help you with this.

- Choose a Special Education Advocate and/or attorney carefully. Note: The Council of Parent Attorneys and Advocates is a great resource (www.copaa.net).
- Affirm what the school does well. Saying thanks goes a long way!
- If an IEP meeting gets heated, take a break.
- Display a framed picture of your child at every IEP meeting as a reminder of what the meeting is about.
- Don't assume a law suit is a good option – but prepare as if you may need to take that option. Creating a clear record along the way is the best way to avoid and/or prepare for litigation.
- No surprises.
- Keep your own IEP meeting minutes and share copies with the IEP team after every meeting.
- If you disagree with an item in the IEP, add a “parent attachment” to the IEP stating what in the IEP you agree with and what you disagree with – and your recommendation of how to resolve the disagreement.
- Focus on how a problem at school is “damaging” your child.
- Be careful about tone and content of e-mails and letters.
- Create a form that will help you present to the IEP team every year your child's strengths, challenges, goals/objectives, and needs.
- Take care of the school relationship. Keep the lines of communication open.

Presented by:

Evan Farrar, M.A.

Crisis Intervention Counselor for PWSA (USA)

800-926-4797 or cic3@pwsausa.org

Need help? Have questions? Please contact me.

Wrightslaw

Special Education Complicated and Confusing!

What does the law say about –

- * Evaluations and reevaluations? Test procedures? Eligibility?
- * Individualized Educational Programs (IEP's) and IEP teams?
- * IEP goals, objectives, benchmarks?
- * Placement? Inclusion? Least restrictive environment?
- * Discipline? Functional behavior assessments? Behavioral intervention plans? Interim alternative placements?
- * Parent rights and responsibilities? Notice?
- * Independent educational evaluations? Tuition reimbursement? Mediation? Due Process?

Get Answers to your Questions at Wrightslaw!

Advocacy Library
Articles, Columns & Tips
Advocacy Newsletter
News

Law Library
Statute & Regulations
Cases
Pleadings

Subscribe to **The Special Ed Advocate**, the FREE weekly electronic newsletter about special education law and advocacy.

To subscribe go to: <http://www.wrightslaw.com/subscribe.htm>

Wrightslaw Ranked #1 by Search Engines

In 2012

- * More than 3.4 million people visited Wrightslaw!
- * Visitors downloaded more than 10.7 page views - that's over 77 million hits!

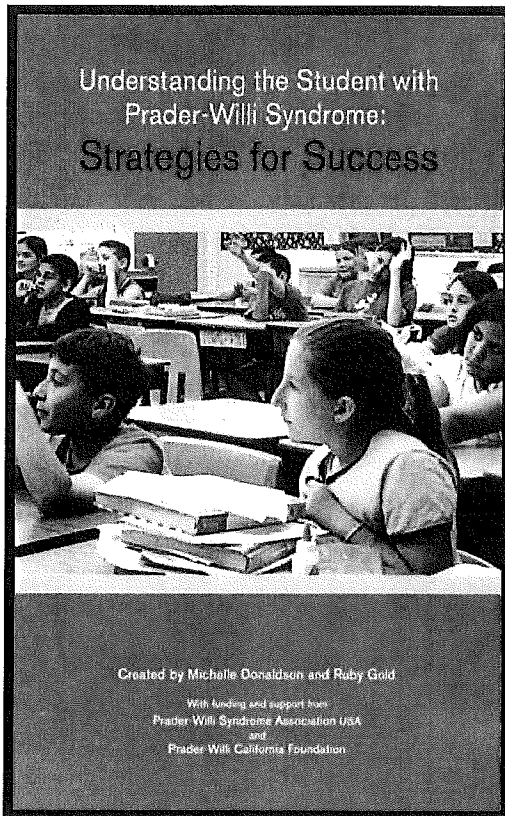
Wrightslaw! Open 24 Hours a Day, 365 Days a Year!
<http://www.wrightslaw.com>

Visit our Resource Site
<http://www.yellowpagesforkids.com>

PRADER-WILLI SYNDROME ASSOCIATION

Still hungry for a cure.

Understanding the Student with Prader-Willi Syndrome: Strategies for Success



Prader-Willi Syndrome Association (USA) (PWSA (USA)) and Prader-Willi California Foundation (PWCF) are proud to introduce a new and wonderfully exciting tool to benefit those with Prader-Willi syndrome (PWS) in school. A DVD entitled, "Understanding the Student with Prader-Willi Syndrome: Strategies for Success," provides teachers and other school personnel with an introduction and overview of the issues associated with PWS and demonstrates and describes pragmatic strategies that school staff can use in supporting the success of a student with PWS in their classroom. Teachers and school staff will appreciate a coherent explanation and demonstration of issues at play with a student with PWS, concise explanation of various strategies to use to support him or her, and user-friendliness of the DVD for busy educators. Parents will value its role in helping their child in school.

The DVD has been over a year in the making and has been a long-time dream of PWSA and parents of children with PWS. A dedicated group of individuals combined efforts and talent to make this project a reality and to give those with PWS and those who work with them in the school setting an opportunity to

achieve the best possible outcomes. In particular, Michelle Donaldson and Ruby Gold worked many hours spearheading the production of the DVD, keeping it on track and to point. Also, Bob Bernstein worked hard to organize a wonderfully successful fundraising event in Boston, First & Goal, to fund the project. The New England chapter and Bob's personal friend, Mike Smith, went above and beyond to assist in the event's success, ensuring the feasibility of the DVD. Teachers, students and PWS expert, Mary K. Ziccardi, participated in the DVD providing a unique view from which to understand the school environment and the student with PWS. Many other volunteers and staff from PWSA (USA) and PWCF worked together and contributed time and skill. Without all these individuals, we might still be wishing for this needed DVD. A BIG THANK YOU goes to every one of them!

The DVD is for all parents who have a child with PWS in school and for all school personnel who have a child with PWS in their school. **To order the DVD for \$20 or the DVD with a Teacher's Handbook for \$28, please contact PWSA (USA).**

Prader-Willi Syndrome Association (USA) * 8588 Potter Park Drive, Suite 500 * Sarasota, FL 34238
www.pwsausa.org * info@pwsausa.org * (800) 926-4797

Students with Prader-Willi Syndrome INFORMATION FOR RELATED SERVICES PROFESSIONALS

NOTE: The following are excerpts from the publication, *The Student with Prader-Willi Syndrome: Information for Educators*. This publication in its entirety is available through PWSA (USA).

It takes a team of professionals to help students with Prader-Willi syndrome (PWS) overcome and learn to deal with the challenges they face. Most students require services from Speech, Occupational and Physical therapists. The School Nurse may also be involved to help students with health concerns as well as educate school personnel about health issues. Because of high family stress in managing many aspects of PWS, the School Psychologist and/or a Social Worker may also be a part of a student's educational team.

Speech and Motor Delays – The Need for Occupational, Physical and Speech Therapy

Children and young adults with PWS experience both fine and gross motor delays as well as speech and language challenges. These problems are evident at birth and may be present in varying degrees throughout the individual's life. Generalized hypotonia (poor muscle tone) is often pronounced at birth. An infant typically exhibits very weak, floppy muscles. Most have a weak cry and require special feeding and arousal interventions. Because of these concerns, the infant with PWS is delayed in speech and motor developmental milestones. Early intervention services including speech, occupational and physical therapies should be pursued. Assessments, treatment plans, and ongoing interventions must be very individualized to meet each student's needs.

Most children and young adults with PWS have problems with speech and language as a result of poor muscle tone and cognition. Hypotonia affects oral motor structures that result in problems with speech formation as well as feeding. These muscle weaknesses may result in articulation deficits. Many children are being diagnosed with a specific motor speech disorder called speech apraxia. These students have difficulty sequencing the motor movements needed to execute speech movements. Most children with PWS suffer more delays in expressive language with minimal problems receptively. A child's cognitive level can also impact their ability to understand, process and communicate their wants and needs. A delay in cognition can manifest itself in difficulty for the student to problem solve and use complex grammar and vocabulary. It is important to find a way for these students to communicate. In the early years, many behavioral concerns stem from frustration in not being able to communicate their needs. As the child grows older, muscle tone tends to improve. Often speech and motor problems or delays continue. Therapy often targets incorporating language skills into social, work and other life skill areas. They also benefit from learning strategies that will help them with nonverbal communication.

Low tone, decreased strength, poor motor planning as well as delayed fine and gross motor skills are very common in children and adults with PWS. It is common to see a child struggle with writing, cutting and other fine motor tasks. In the early years, they may face challenges in balance, coordination and strength. Physical and occupational therapy services help the student develop, strengthen and refine their physical abilities to participate in classroom activities as well as recreational opportunities. Many students find success with new assistive technology including the computer. Therapy intervention should target incorporating physical activities that can be enjoyed and utilized throughout the students' life.

Health and Wellness – The Need for Health Services

Students with PWS may face challenges in maintaining health and wellness. Knowing and understanding health issues as well as utilizing strategies that will assist with nutrition and exercise can facilitate wellness. Many of these students also have mental health issues and concerns. The chart summarizes some of the health issues faced by students as well as suggestions that will assist in their management. Additional suggestions are also provided in the age-grade information for educators.

The Student with PWS - Health and Wellness

Health Issue	Strategies
<ul style="list-style-type: none"> Skin Picking Although the cause is not clearly understood, many children and adults show signs of skin picking and scratching. Open sores are common. These open sores are often mistaken as cigarette burns. Insect bites are often sources of initial lesions. There are some children and adults who pick at various body openings. 	<ul style="list-style-type: none"> Provide diversion activities – “keep hands busy” - coloring, puzzles, going on computer, writing, hand-held games Monitor frequent trips to bathroom. Time limits may be needed. Supervision may be required. Teach the student basic first aid if bleeding occurs. Apply bandages or other coverings. Encourage liberal application of lotion – provides diversion. Moisturized skin is more difficult to tear and/or open. Apply insect repellent prior to walks or other outside activities.
<ul style="list-style-type: none"> Daytime Sleepiness It is common for students with PWS to exhibit daytime sleepiness. This may be a result of altered breathing patterns in the hypothalamus. Poor muscle tone, weak chest muscles and upper airway obstruction may also contribute to this. If snoring, sleep walking or persistent morning headaches occur, he/she should be evaluated for obstructive apnea (a breathing disorder in which a person stops breathing for prolonged periods while sleeping). Some students respond well to a change in activity – sending them on an errand, taking a walk... Some require a short afternoon rest. There are also therapies that may be tried to alleviate apnea. 	<ul style="list-style-type: none"> Get student up and moving – send on errand, take a walk, jump on a mini trampoline. Some require short nap Assist in communicating problem with health care provider and see if referral to a pulmonologist (lung specialist) is needed.
<ul style="list-style-type: none"> Strabismus (Cross Eye) Because of generalized poor muscle tone, many children with PWS, especially younger ones may be at risk of developing strabismus (cross-eye). Glasses, patching or surgical correction may be needed. 	<ul style="list-style-type: none"> Provide careful attention during eye screening. Refer to an eye specialist if needed. Make sure student wears eyeglasses if needed. Assist with eye patching if indicated.
<ul style="list-style-type: none"> Scoliosis and Other Spinal Problems Scoliosis (lateral curvature of the spine) as well as kyphosis (“hump back or hunch back”) can occur in children and young adults with PWS. It is often difficult to detect. Braces and surgery may be indicated. 	<ul style="list-style-type: none"> If suspected, student should be referred to an orthopedic specialist. Support and assist if brace is needed.
<ul style="list-style-type: none"> Dental Caries Many with PWS are at increased risk of developing dental caries (cavities). Thick, sticky saliva as well as poor tooth brushing skills may contribute. It is also common to see teeth grinding and rumination. Dental sealant and fluoride treatments have been helpful at decreasing cavities. 	<ul style="list-style-type: none"> Teach and encourage good dental care. Assist in locating a dentist if needed.
<ul style="list-style-type: none"> Osteoporosis Because of hormone abnormalities and dietary limitations, persons with PWS are at high risk of developing osteoporosis at a young age. This can put them at higher risk for fractures and/or spinal problems. 	<ul style="list-style-type: none"> Therapies often focus on hormone, calcium and vitamin replacement. Weight bearing exercise (walking) should be encouraged.

Complex Behavior & Family Issues – The Need for Psychological & Family Support Services

The constant need to monitor and manage complex behavior in students with PWS can cause extreme stress for many families. Families have varying skills and resources. Some require a great deal of support in behavior management – some do not. Some may be connected to support resources – others may not. School districts and communities also have varying resources. Depending on the family and each school's situation, educators may be called upon to assist families in obtaining parenting skills as well as helping them to connect to human service resources. Social workers, guidance counselors and/or school psychologists are often key people to provide information and support to families in need. The school psychologist is also instrumental in working with the educational team in developing successful behavior plans that can be used at home as well as in school. The psychologist is often the key person in conducting testing that helps identify specific learning and intellectual needs.

SECTION 2:

IEP MEETINGS

IEP Meetings

- A. Who should attend
- B. 12 steps to successful IEP
- C. Agendas
- D. Who can call for IEP meetings?

Who Should Attend Every IEP Meeting?

*The IEP Team **must** include at least the following four people:*

1. **a special education case manager;**
2. **a regular education teacher;**
3. **a “district representative,” i.e., an administrator or designee of an administrator;**
4. **the parent/guardian/adult student; OR**
 - The person who has “educational rights,” with the evidence of a court document or a signed parent letter in the student’s cumulative record file.
 - If there is no parent, guardian, adult student or person with legal educational rights, contact your program specialist.
5. **Additionally:** When assessment reports and recommendations are being brought to the IEP meeting, the IEP team must also include a person who has expertise in interpreting the assessment results, preferably the person(s) who assessed the student.
6. **Additionally:** The IEP team must include “related service” providers, e.g., Speech Language Pathologist (SLP), Occupational Therapist (O.T.)
7. **Additionally:** When appropriate, the IEP team **may** include the student.

What is the law regarding the attendance of a regular education teacher at an IEP meeting?

- The IEP team shall include a regular education teacher if the student *is or may be* participating in regular education.

Which regular education teacher should attend the IEP meeting?

- At least one regular education teacher of the student must attend, if the student is, or may be, participating in the regular education environment. If more than one regular education teacher is providing instructional services to the student, one regular education teacher may be designated to represent the others.

What is the regular education teacher’s responsibility at the IEP meeting?

- Prior to the meeting (s)he assists with the annual progress report on current IEP goals and with the writing of draft new goals for the Annual IEP.
- The regular education teacher, to the extent appropriate, will participate in the development, review and revision of the IEP.

- (S)he gives an update of the student's progress in all subjects (elementary) or in his/her subject area(s) at Annual IEP meetings and at IEP meetings held for other purposes.
- (S)he assists in the determination of appropriate positive behavioral interventions and supports, other strategies, the determination of supplementary aids and services, program modifications and supports for school personnel.

*When may a regular education teacher or other IEP team member be **excused** from attending an IEP meeting?*

A regular education teacher or other team member may be excused from attending an IEP meeting:

1. If the parent agrees in writing that the attendance of the teacher is not necessary, because the teacher's area of the curriculum is not being modified or discussed at the meeting.
2. When the meeting *does* involve a modification to or a discussion of the teacher's area of the curriculum, (s)he may be excused **if both** of the following occur:
 - a) If the parent agrees in writing that the attendance of the teacher is not necessary;
AND
 - b) If the teacher submits input into the development of the IEP program in writing, prior to the meeting.

This "input" should include: a progress report of current grades, a progress report on current IEP goals and objectives related to the teacher's area of the curriculum, student attendance, work habits, behavior, work completion, and homework turned in.

12 Steps to a Successful IEP Meeting

Reprinted from the Williams Syndrome Assoc. National Newsletter, Fall 1991

1. Review the current IEP.

Has the IEP worked well? What goals and objectives been accomplished? What goals and objectives still need more work? What are the pluses and minuses of the program?

2. Write a STRENGTHS/NEEDS list for your child.

What can your child do? What does like to do? What does he need to be able to do?

3. Make a list of questions that will help you in writing your child's IEP.

- What programs have or have not been successful? Why?
- Has your child had many major changes like operations, changes in the family, changes in medication or treatment since the last IEP was written?
- What academic goals do you think are realistic?
- Does your child need some self help, social and behavioral goals?
- What would your child like to see in the next IEP?
- What related services do you feel are necessary for your child to benefit from his educational program?
- Should vocational goals be written?
- How much time does your child spend with non-handicapped children?
- Is this an important transition year (example: preschool to kindergarten, etc.)?

4. Decide if you need more information.

Do you know your child's present level of performance? Have you received progress reports? Are you aware of testing that may need to be done? Is it time for a re-evaluation?

5. Get the answers to your questions.

If needed, observe your child in the present program or visit some of the classrooms that would be available next year. Meet with teachers and other staff to find out what they think about the child's needs and the types of programs which would be appropriate. Do not limit your options to the programs that are currently available. Read your child's records.

6. Write down the goals and objectives you want your child to achieve.

Ask yourself the following questions: a) What skills would you like your child to learn? b) What can your child be taught in school that would help at home? c) What behaviors can be improved with help from the school? d) What are your main concerns for your child? e) What are your hopes for your child as an adult?

[To view California State Board of Education's Content Standards for English-language arts, mathematics, history-social science, science, and visual and performing arts for Kindergarten through 12th Grade, go to <http://www.cde.ca.gov/ci>]

Continued on back

12 Steps to a Successful IEP Meeting (continued)

7. **Make a PRIORITY LIST.**

Organize your goals in order on importance to you. Decide which goals are necessary for your child to receive an appropriate education. Organize other issues such as related services and least restrictive environment in order of importance.

8. **Find out who will attend the IEP meeting.**

When you are notified of the meeting time and place, ask who else has been invited to attend and if you believe someone providing services to your child has not been included in the meeting, ask that they be invited. Decide if you want to invite someone for moral support, to make certain you understand all that is happening, or to present additional information. Let the school know whom you are asking to come with you.

9. **Make sure enough time has been scheduled for the meeting.**

Ask how much time has been scheduled for the meeting. If you feel the time scheduled is too short, ask to meet at another time. Make sure you have enough time to ask questions and share your opinions.

10. **Be ready to support your ideas and requests.**

Find information in the records, progress reports, evaluation results and elsewhere to support your ideas or requests. Know WHY you are making requests or suggestions. Have a "back-up" plan or suggestions that can be part of "give and take", or negotiations, with school staff. Understand your "Priority List" of goals so you can "give" on lower ranked goals or issues in order to receive your "highest priority" goals or requests.

11. **Plan for the meeting**

- ORGANIZE your materials.
- WRITE DOWN your questions.
- KNOW what you want to say.
- REVIEW assertive communication skills.
- PRACTICE communicating assertively.

12. **Be POSITIVE!**

Assume that you and school system personnel can work together effectively to develop an appropriate program for your child.

SAMPLE IEP AGENDA

1. Introduction of team members
2. Share the purpose/outcomes of the meeting
3. Review of Parent Rights/CAC and ADR information
4. Share assessment reports and discuss/determine present levels
 - A. General Education Teacher
 - B. Special Education Teacher
 - C. Psychologist
 - D. Other Specialists: Speech/Language Therapist, Adaptive P.E., Occupational Therapist, Physical Therapist, Counselor, Vision Specialist, etc.
5. Parent input
6. Review and determine eligibility criteria (initial & triennials only)
7. Develop ITP at age 16 or younger, as appropriate
8. Develop BSP or PBIP, as appropriate
9. Develop goals and objectives
10. Discuss the placement continuum (service/program options needed)
11. Determine appropriate placement, services and accommodations/modifications
12. Review summary of notes taken during the meeting
13. Clarify next scheduled review date (remind participants that they may call an IEP team meeting at any time)
14. Sign all required forms

Who can call for an IEP Meeting?

The best answer is ANYONE.

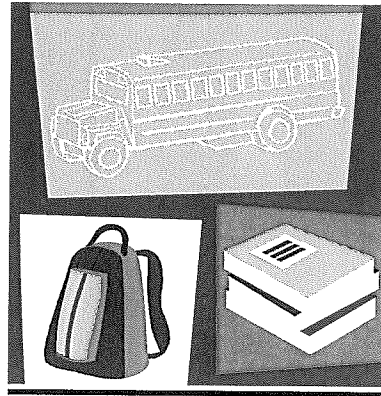
Parents, teachers, administrators, and other service providers all can ask for an IEP meeting. If parents ask for an IEP meeting it is usually best to put your request in writing. Once the school receives your request for the IEP meeting they will be on the clock to schedule and hold the meeting within 30 days.

A side note on the timeline. The more flexible you are with when you can meet may expedite when the IEP gets held.

Also note that the more people involved in the IEP generally makes it more difficult to schedule and because of that the meeting may take 3 to 4 weeks in order to accommodate everyone's schedules.

School Issues to Consider

When Creating a PWS IEP



- Physical environment
- Creation of a schedule and moving through the daily routine
- Management of Transitions
- Overall Knowledge/Interest/Commitment of All School Personnel
- Supervision
- Food security
- Communication with Parents
- Challenging Behaviors and Responses
- Transportation
- Student's Overall Health

SECTION 3:

EDUCATION BENEFIT

Educational Benefit

Educational Benefit will be one of the most important concepts to keep in mind throughout the IEP process. Schools will refer to their practices and how they are providing educational benefit for your child. The more you understand about what educational benefit is and is not will help you in working with the school district on services and programs.

EDUCATIONAL BENEFIT ANALYSIS

IN A NUTSHELL

In preparation for an annual IEP meeting

Review the following points related to the previous IEP. Use **the worksheet provided in this section of the handbook.**

- 1) What did assessments and present levels identify as areas of need?
- 2) What did the IEP team decide was appropriate in relation to each need?
 - Goals?
 - Services?
 - Accommodations/Modifications?
 - Special factors (AT, Behavior Support, Low Incidence needs)?
 - Other?
- 3) Was the IEP implemented appropriately? (were all supports as services provided as written)?
- 4) Did the child make adequate progress? Did they receive **educational benefit** from the plan?
- 5) If not, what adjustments need to be made to the IEP contents to respond to lack of educational benefit? Additional assessment? Adjusted goals? Different services or level of services? Change in location where services are being delivered?

Educational Benefit Analysis Over Time

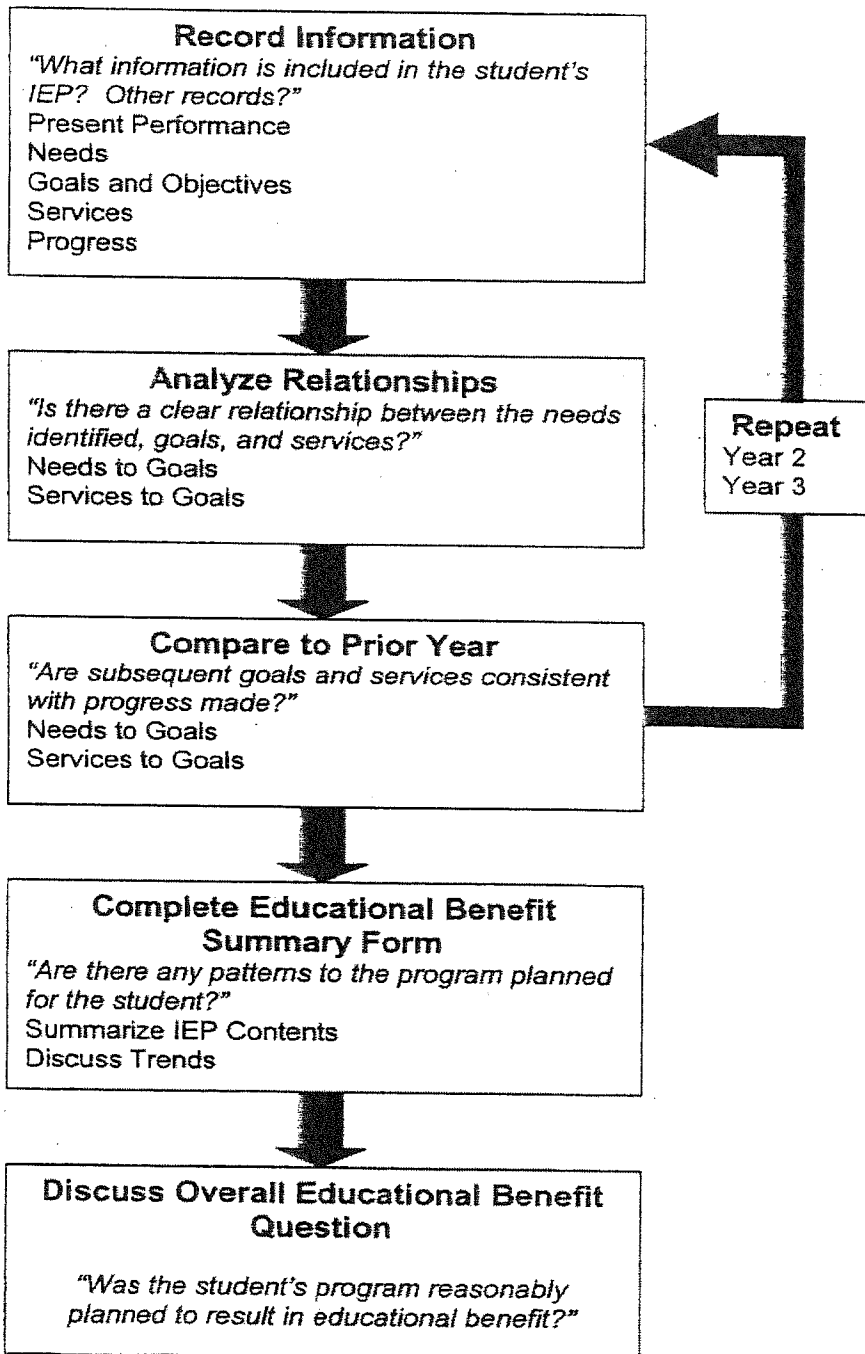
We should be preparing for every annual review with this analysis. When done over a period of years, you have a comprehensive analysis and rationale for the IEP team recommendations overtime. Assuming the IEP's are implemented fully and in compliance, you then have a long term record of the success of a carefully planned and implemented special education program for the student. This process provides proof positive of individual educational benefit.

When San Joaquin SELPA districts participate in the State required Special Education Self Review (SESR) once every four years, a three year analysis or look back doing this educational benefit analysis is part of the review for several student records. Additionally when individual districts are tapped for State required Verification Reviews which includes CDE participation, the same educational benefit analysis is conducted on our files by CDE.

In Summary

Our programming for students should be analytic, thoughtful and consistently designed based on individual assessed needs and the growth made from one IEP to the next. When you read an IEP you should be able to track threads through the document. Assessment report data should be visible in present levels. Needs should be visible in present levels. Services/supports and goals should be chosen and designed in response to specific, identified needs. . .and measurable growth should result. The result of this process over time is **EDUCATIONAL BENEFIT.**

Educational Benefit Review Process



Student's Name:
 Site:
 District:

**EDUCATIONAL BENEFIT
 REVIEW**

**STUDENT SUMMARY
 WORKSHEET**

**SESR
 Worksheet 2a**

Year 1 Assessment Area	Present Performance (Y/N)	Identified Need (Y/N)	Goals and Objectives (Y/N)	Placement & Services (Y/N)	Progress (Y/N)
Gross Motor					
Fine Motor					
Communication					
Self Help					
Academic					
Social Emotional					
Behavior					
Vocational					
Other:					
Other:					
Other:					
Year 2 Assessment Area	Present Performance (Y/N)	Identified Need (Y/N)	Goals and Objectives (Y/N)	Placement & Services (Y/N)	Progress (Y/N)
Gross Motor					
Fine Motor					
Communication					
Self Help					
Academic					
Social Emotional					
Behavior					
Vocational					
Other:					
Other:					
Other:					
Year 3 Assessment Area	Present Performance (Y/N)	Identified Need (Y/N)	Goals and Objectives (Y/N)	Placement & Services (Y/N)	Progress (Y/N)
Gross Motor					
Fine Motor					
Communication					
Self Help					
Academic					
Social Emotional					
Behavior					
Vocational					
Other:					
Other:					
Other:					

Please make any additional notes/comments on the back of this sheet

- Is the assessment complete and does it identify the student's needs?
 Yes No
 Explain: _____
- Does the Present Performance identify all the needs identified in the assessment?
 Yes No
 Explain: _____
- Are all of the student's needs addressed by appropriate goals and objectives?
 Yes No
 Explain: _____
- Do the services support the goals and objectives?
 Yes No
 Explain: _____
- Did the student make yearly progress?
 Yes No
 Explain: _____
- If the student did not make progress, were the goals and objectives changed in the IEP to assist the student to make progress?
 Yes No
 Explain: _____
- If the student did not make progress, were the services changed in the IEP to assist the student to make progress?
 Yes No
 Explain: _____
- If the student did not make progress, were sufficient services provided to ensure that the student would make progress?
 Yes No
 Explain: _____
- To assess for overall compliance: Considering the answers to each of the above, was the IEP reasonably calculated to result in educational benefit?
 Yes No
 Explain: _____

SECTION 4:

**AIDS, SERVICES, PROGRAM
ACCOMMODATIONS/MODIFICATIONS
AND/OR SUPPORTS**

Aids, Services, Program Accommodations/Modifications

This section of the IEP is designed to provide information about special services that will be set up to help a child in general education or special education. Typically these supports are types of things that are not a direct service to a student but a support that will allow the student to participate and have access just like his/her general ed. peers.

Types of services and supports could be:

Peer tutoring, clubs, lunch buddies, circle of friends, career guidance, Special Needs Assistant,

Accommodations/Modifications

Accommodation: Generally, an adaptation that enables a student with a disability to participate in educational programming, complete school work or tests with greater ease and effectiveness, to the extent possible, as if he or she were non-disabled. Accommodations do not alter the fundamental nature of the program, work or service. Accommodations are not intended to provide additional advantage but rather to "level the playing field" for students with disabilities.

Examples of Accommodations could be:

Preferential seating to be closer to the teacher, Refractive light shades, Pencil grips, keyboard, For questions not in the English class questions will be read aloud to the student. Scribe, picture schedule on desk, Every other problem to be completed for full credit on homework, small group instruction, extra time for assignments and test, verbal encouragement, manipulatives, calculator

Modification: More significant levels of alteration of participation in the program, work or service for students with disabilities. Changes rather than simply supporting what the student is required to perform. Modifications, when applied, have the potential to alter scores, credits or evaluation of work.

Examples of Modifications:

Core curriculum at ability level, no homework, calculator, grades based on effort in class not mastery of standards (class will not count as diploma track)

*Accommodations and Modifications should not simply be applied at the time of testing as a means of support. In order to justify the use of accommodations/modifications during testing, a student should also have access to the needed supports during instruction in the classroom.

SECTION 5:

Services

Special Education and Related Services

All special education services should be listed on the IEP. These are the direct, indirect, and consultation services that a credentialed or licensed specialist will be providing to the student.

Examples of services:

Specialized Academic Instruction

Language and Speech

Assistive Technology

Adapted Physical Education

Counseling

Physical Therapy

SECTION 5:

ACCOMMODATIONS AND MODIFICATIONS

In general keep in mind the following definitions of:

ACCOMMODATION: Generally, an adaptation that enables a student with a disability to participate in educational programming, complete school work or tests with greater ease and effectiveness, to the extent possible, as if he or she were non-disabled. Accommodations do not alter the fundamental nature of the program, work or service. Accommodations are not intended to provide additional advantage but rather to "level the playing field" for students with disabilities.

MODIFICATION: More significant levels of alteration of participation in the program, work or service for students with disabilities. Changes rather than simply supporting what the student is required to perform. Modifications, when applied, have the potential to alter scores, credits or evaluation of the work.

Accommodations and Modifications should not simply be applied at the time of testing as a means of support. In order to justify the use of accommodations/modifications during testing, a student should also have access to the needed supports during instruction in the classroom.

NOTE!: These are just ideas on what you can ask for when developing your child's IEP or Section 504 Plan. Each child is different and may need different modifications or services on these plans.

- Seat the child nearest to where the teacher does most of her/his instruction.
- To help child stay on task -- seat child close to teacher's desk.
- Have child sit next to a peer that can help, if needed.
- Seat child away from distractions (i.e., door, windows).
- Allow quiet space when needed.
- Modify assignments (give 10 spelling words instead of 20, 10 math facts instead of 20) with incentives to work their way up.
- Give one assignment (work paper) at a time.
- Fold assignment in half (helps child feel less overwhelmed).
- Give concise and clear directions and make sure child understands.
- At least once a week contact with parents (phone, note, letter)
- If child seems distracted -- a walk by desk, gently touching shoulder or desk rather than saying child's name out loud in front of whole class.
- Never assume anything -- find out facts first if a problem arises. If it involves another or other students make sure ALL face consequences.
- Allow use of calculator.
- Allow use of small tape recorder (the child can go over lessons at home)
- Allow use of computer for writing projects.
- For children that go to resource -- allow child to go to resource to have a test read to them.
- Allow short answers for child that has difficulties with the written word.
- Allow longer time for tests (if a child has a learning disability -- timed tests can make them rush. Think Quality not Quantity!)
- Remind child before they leave for the day to make sure everything is in bookbag.
- Encourage child to skip trouble spots and go to next question. Many children get stuck and when time is up they'll rush to answer the questions.
- Mark right answers instead of wrong answers.
- Give child choices and involve child in self-improvement.
- Textbooks at home so child can review lessons.
- Books on Tape

MODIFICATIONS/ACCOMMODATIONS

Modifications/Accommodations Can Be Considered In A Variety of Environments

Environmental Strategies

- Provide a structured learning environment.
- Adjust class schedules.
- Provide classroom aides and note takers.
- Modify nonacademic times such as lunch room and recess.
- Modify physical education.
- Change student seating.
- Provide use of a study carrel.
- Alter location of personal or classroom supplies for easier access or to minimize distraction.

Organizational Strategies

- Modify test delivery.
- Use tape recorders, computer-aided instruction, and other audiovisual equipment.
- Select modified textbooks or workbooks.
- Tailor homework assignments.
- Use of one-to-one tutoring.
- Provide peer tutoring.
- Set time expectations for assignments.
- Provide cues such as clock faces indicating beginning and ending times.
- Provide tests in segments so that student finishes one segment before receiving the next part.
- Highlight main ideas and supporting details in the book.

Behavior Strategies

- Use behavioral management techniques.
- Implement behavioral academic contracts.
- Utilize positive reinforcements (rewards).
- Utilize negative reinforcements (consequences).
- Confer with the student's parents (and student as appropriate).
- Confer with the student's other teachers.
- Establish a home/school communication system for behavior monitoring.
- Post rules and consequences for classroom behavior.
- Write a contract for student behavior.
- Offer social reinforcers (i.e., praise, winks) for appropriate behavior.
- Establish daily/weekly progress report for the student.
- Implement self-recording of behaviors.

Presentation Strategies

- Tape lessons so the student can listen to them again.
- Provide photocopied material for extra practice (i.e., outlines, study guides).
- Require fewer drill and practice activities.
- Give both oral and visual instructions for assignments.
- Vary the method of lesson presentation:
 - a. lecture
 - b. small groups
 - c. large groups
 - d. use audio visuals (i.e., filmstrips, study prints)
 - e. peer tutors or cross-age tutors (i.e., take notes, monitor assignments, read aloud, listen)
 - f. demonstrations
 - g. experiments
 - h. simulations
 - i. games
 - j. 1-to-1 instruction with other adult
- Provide for oral testing.
- Ask student to repeat directions/assignments to insure understanding.
- Arrange for a mentor to work with student in his or her interest area or area of greatest strength.

Methodology Strategies

- Repeat and simplify instructions about in-class and homework assignments.
- Supplement oral instructions with visual instructions.
- Change instructional pace.
- Change instructional methods.

Curriculum Strategies

- Change instructional materials.
- Utilize supplementary materials.
- Assess whether student has the necessary pre-requisite skills. Determine whether materials are appropriate to the student's current interest and functional levels.
- Implement study skill strategies (survey, read, recite, review). Introduce definition of new terms/ vocabulary and review to check for understanding.
- Limit amount of material presented on a single page.
- Provide a sample or practice test.
- Be aware of student's preferred learning style and provide appropriate instruction/materials.

100 COMMON ACCOMMODATIONS

Instructional Modification Menu

1. Provide study carrels.
2. Use room dividers.
3. Provide headsets to muffle noise.
4. Seat child away from doors/windows.
5. Seat near model (student or teacher).
6. Provide time-out area.
7. Rearrange student groups (according to instructional needs, role models, etc.).
8. Group for cooperative learning.
9. Vary working surface (e.g., floor or vertical surface such as blackboards).
10. Simplify/shorten directions.
11. Give both oral and written directions.
12. Have student repeat directions.
13. Have student repeat lesson objective.
14. Ask frequent questions.
15. Change question level.
16. Change response format (e.g., from verbal to physical; from saying to pointing).
17. Provide sequential directions (label as first, second, etc.).
18. Use manipulatives.
19. Alter objective criterion level.
20. Provide functional tasks (relate to child's environment).
21. Reduce number of items on a task.
22. Highlight relevant works/features.
23. Use rebus (picture) directions.
24. Provide guided practice.
25. Provide more practice trials.
26. Increase allocated time.
27. Use a strategy approach.
28. Change reinforcers.
29. Increase reinforcement frequency.
30. Delay reinforcement.

100 COMMON ACCOMMODATIONS

31. Increase wait time.
32. Use firm—up activities.
33. Use specific rather than general praise.
34. Have a peer tutor program.
35. Provide frequent review.
36. Have student summarize at end of lesson.
37. Use self-correcting materials.
38. Adapt test items for differing response modes.
39. Provide mnemonic devices.
40. Provide tangible reinforcers.
41. Use behavioral contracts.
42. Establish routines for handing work in, heading papers, etc.
43. Use timers to show allocated time.
44. Teach self-monitoring.
45. Provide visual cues (e.g., posters, desktop number lines, etc.).
46. Block out extraneous stimuli on written material.
47. Tape record directions.
48. Tape record student responses.
49. Use a study guide.
50. Provide critical vocabulary list for content material.
51. Provide essential fact list.
52. Use clock faces to show classroom routine items.
53. Use dotted lines to line up math problems or show margins.
54. Use cloze procedure to test comprehension.
55. Provide transition directions.
56. Assign only one task at a time.
57. Provide discussion questions before reading.
58. Use word markers to guide reading.
59. Alter sequence of presentation.
60. Enlarge or highlight key words on test items.
61. Provide daily and weekly assignment sheets.
62. Post daily/weekly schedule.
63. Use graph paper for place value or when adding/subtracting two digit numbers.
64. Provide anticipation cues.
65. Establish rules and review frequently.

100 COMMON ACCOMMODATIONS

70. Shorten project assignment onto daily tasks.
71. Segment directions.
72. Number (order) assignments to be completed.
73. Change far-point to near-point material for copying or review.
74. Put desk close to blackboard.
75. Repeat major points.
76. Use physical cues while speaking (e.g., 1,2,3, etc.).
77. Pause during speaking.
78. Use verbal cues (e.g., "Don't write this down", "This is important").
79. Change tone of voice, whisper, etc.
80. Collect notebooks weekly (periodically) to review student notes.
81. Reorganize tests to go from easy to hard.
82. Color code place value tasks.
83. Use self-teaching materials.
84. Do only odd/or even numbered items on a large task sheet.
85. Use a primary typewriter or large print to create written material.
86. Provide organizers (e.g., cartons/bins) for desk material.
87. Teach varied reading rates (e.g., scanning, skimming, etc.).
88. Provide content/lecture summaries.
89. Use peer-mediated strategies (e.g., "buddy system").
90. Call student's name before asking a question.
91. Use extra spaces between lines of print.
92. Use computer for writing tasks.
93. Color code materials/directions.
94. Use raised-line paper.
95. Provide calculators.
96. Circle math computation sign.
97. Use hand signals to cue behavior (e.g., attention, responding).
98. Establish a rationale for learning.
99. Help students to develop their own learning strategies.
100. Use peer checkers to review completed work.

* Adapted from Cohen and Lynch

School Participation Checklist Accommodation and Modification Planning Form

Student: _____ Grade/Class(es): _____ Date: _____

Team developing the plan: _____

Persons responsible for implementation: _____

This form is to assist a team in planning supports for inclusive settings. Check the Accommodation or Modification that might be helpful in the left column. This is only a list of ideas. Teams are encouraged to add other ideas. Describe the specific consideration for the focus student.

Possible Accommodations	Specifics for Individualized Student Plan
<p>Patterns of Behavior: Skills # 1, 2, 6, 11, 12, 19</p> <p><input type="checkbox"/> Quantity: reduce number of rules</p> <p><input type="checkbox"/> Time: allow more time on task or don't require a long wait time</p> <p><input type="checkbox"/> Input: present information visually</p> <p><input type="checkbox"/> Input: teach wait using a visual wait card</p> <p><input type="checkbox"/> Output: provide a visual checklist, to do list, or a work system to follow routines</p> <p><input type="checkbox"/> Level of Support: assign extra help either by a peer or adult</p> <p><input type="checkbox"/> Level of Support: use a visual timer to assist in prompt work completion</p> <p><input type="checkbox"/> Other:</p>	
<p>Attending: Skills # 3, 5, 13, 15, 21, 22</p> <p><input type="checkbox"/> Quantity: is not required to stay at his desk for more than 15 minutes</p> <p><input type="checkbox"/> Time: looks at teacher for short periods of time</p> <p><input type="checkbox"/> Input: give visual cue with timers, color coding, point of reference near teacher to keep his eyes forward</p> <p><input type="checkbox"/> Output: reinforcement is given for longer periods of time with non-preferred activities</p> <p><input type="checkbox"/> Level of Support: trained peers direct attention with gestural prompts</p> <p><input type="checkbox"/> Other:</p>	
<p>Communication: Skills # 4, 8, 10, 14, 16, 23</p> <p><input type="checkbox"/> Quantity: reinforce 2 or more initiations or responses to conversations</p> <p><input type="checkbox"/> Time: schedule a specific time for conversations</p> <p><input type="checkbox"/> Input: put verbal instructions in written format</p> <p><input type="checkbox"/> Input: set up communication temptations</p> <p><input type="checkbox"/> Output: accept one word or short phrase response</p> <p><input type="checkbox"/> Output: require either verbal or physical response but not both</p> <p><input type="checkbox"/> Level of Support: train peers how to communicate with student</p> <p><input type="checkbox"/> Other:</p>	

School Participation Checklist Accommodation and Modification Planning Form

Possible Accommodations	Specifics for Individualized Student Plan
<p>Social Skills: Skills # 7, 9, 17, 18, 20, 24</p> <p><input type="checkbox"/> Quantity: limit or increase the number of social activities and interactions or toys that are available at one time</p> <p><input type="checkbox"/> Time: use a visual cue (card or gesture) to allow the student to limit his time in a group activity</p> <p><input type="checkbox"/> Time: shorten or lengthen the amount of time spent on social interaction or play with toys</p> <p><input type="checkbox"/> Input: select certain children to interact with student</p> <p><input type="checkbox"/> Input: set out only the toys required for an activity</p> <p><input type="checkbox"/> Input: use video to teach play skills</p> <p><input type="checkbox"/> Output: when learning a new activity allow the student to choose to discontinue after the activity has been completed once</p> <p><input type="checkbox"/> Level of Support: provide expert peers or adult support to learn and generalize new social activities</p> <p><input type="checkbox"/> Other:</p>	

Possible Modification	Specifics for Individualized Student Plan
<p>Patterns of Behavior: Skills # 1, 2, 6, 11, 12, 19</p> <p><input type="checkbox"/> Difficulty: simplify rules</p> <p><input type="checkbox"/> Difficulty: only required to complete a 1 – 2 step routine</p> <p><input type="checkbox"/> Alternate Goal: require alternate task that is less complex if activity is over stimulating</p> <p><input type="checkbox"/> Substitute Curriculum: follows different participation rules</p> <p><input type="checkbox"/> Substitute Curriculum: time is scheduled for participation in sensory diet activities while class is doing math and written assignments</p> <p><input type="checkbox"/> Other:</p>	
<p>Attending: Skills # 3, 5, 13, 15, 21, 22</p> <p>Alternate Goals:</p> <p><input type="checkbox"/> Difficulty: only present work at student's level not general class level</p> <p><input type="checkbox"/> Difficulty: will follow personal schedule</p> <p><input type="checkbox"/> Alternate Goal: participation in games require to student to follow only part of the activity (running with a group that stops so he can kick the soccer ball)</p> <p><input type="checkbox"/> Substitute Curriculum: focus on life skills with the length of attending requirements completely different from the class in all academic areas</p> <p><input type="checkbox"/> Other:</p>	

School Participation Checklist Accommodation and Modification Planning Form

Possible Modification	Specifics for Individualized Student Plan
<p>Communication: Skills # 4, 8, 10, 14, 16, 23</p> <p><input type="checkbox"/> Difficulty: keep language simple; give only 1 instruction at a time</p> <p><input type="checkbox"/> Difficulty: initiates request by handing a picture to a peer or adult</p> <p><input type="checkbox"/> Alternate Goals: for oral reports the student will set the timer and ring the bell when the allotted is up (working on his goal of time and attending)</p> <p><input type="checkbox"/> Substitute Curriculum: use an augmented system with pictures, assistive devices or sign language to Communicate</p> <p><input type="checkbox"/> Other:</p>	
<p>Social Skills: Skills # 7, 9, 17, 18, 20, 24</p> <p><input type="checkbox"/> Difficulty: simplify or change the rules of games</p> <p><input type="checkbox"/> Difficulty: reduce the environmental demands (lower the basketball hoop)</p> <p><input type="checkbox"/> Alternate Goal: group is working on soccer skills and the focus student is working on increasing ability to sustain a running pace.</p> <p><input type="checkbox"/> Alternate Goal: group is playing a game and focus student is learning to take turns</p> <p><input type="checkbox"/> Substitute Curriculum: students are working in cooperative learning groups for science, focus student is learning to stay with a group and label objects</p> <p><input type="checkbox"/> Other:</p>	

Handout A

Effective Instructional Strategies

No one strategy works effectively with all students, so it is important to identify what works for an individual student. Ask colleagues, teachers, parents and other professionals to suggest practices they have found effective with the student about who you are concerned. Below are examples of strategies that might work with a student who exhibits the described difficulties associated with autism. These are not all inclusive and you may add additional ideas on the back of this page.

Difficulties with Communication/Language	Difficulties with Social Skills
<ul style="list-style-type: none"> • Pause between instructions and check for understanding. • Give one step directions. • Divide assignments into small parts. • Explain words with more than one meaning. Also refrain from using idioms. Idioms are words, phrases or expressions with a meaning different than the literal meaning of the words. An idiom such as "cat got your tongue?" can create confusion and anxiety for a student who has weak social language skills. A good rule of thumb is "say what you mean, mean what you say." Speak concretely using specific words. • Teach conversational skills in a small group. Activities such as skits, plays, turn taking in board games and debates are good ways to build conversational skills. Also, reminding students to "listen" with their eyes and their bodies facing the speaker helps students understand what is socially expected in a conversation. • Teach rules and cues to taking turns. Provide practice opportunities. • Teach students to seek assistance when confused. • Observe for evidence of understanding, do not assume a student has understanding just because the student can repeat back what was said or asked. 	<ul style="list-style-type: none"> • Model and teach appropriate comments. Refrain from sarcasm and "joking." Acknowledge positive comments such as "good job with your comment" whenever you can. • Teach students to work or play together. • Teach students how to cope with difficult situations. • Provide positive praise and tell student what he is doing well. • Teach students how to act appropriately in social situations at school. • Help the student understand his reactions and the responses of others. Use picture books, comic books, books on facial expressions to teach what they mean. Purchase or make a poster with different facial expressions and write what the expression means underneath. Help students to learn words that express how they feel and help them find words to explain what other students may be feeling. Use this visual aid whenever appropriate. • Use peer supports such as a buddy system. • Use a countdown timer which clearly shows the passage of time so students know how much time is left for the current activity.
Difficulties with Sensory Stimulation	Difficulties with Motor (Movement) Skills
<ul style="list-style-type: none"> • Have student sit in the same location each day. • Provide ear plugs or noise canceling headphones. • Use calming classical music as students come to the program. • Provide a study carrel for the student with limited visual stimuli. • Identify if student wishes not to be touched. • Reduce and maintain a lower level of stimulation in the environment. • Provide opportunities for space and quiet time. • Have room cleared of extraneous stimuli on the walls, cabinets, desks. 	<ul style="list-style-type: none"> • Provide opportunities for students to practice each skill needed for a future activity; for example, practice overhand throwing before playing softball. • Provide activities for students to practice motor skills. Activities such as knitting, sewing, working with clay, kneading dough, grinding nuts, using scissors, sanding wood, pushing wheelbarrows, or sweeping, are good movement exercises. • Provide assistive technology for handwriting (pencil grip, raised lined paper, larger writing implement). • Permit the student to have more time to complete an assignment. • Use hand-over-hand assistance as necessary.

PRADER-WILLI SYNDROME ASSOCIATION

Still hungry for a cure.

HOMWORK ... A LESSON IN FRUSTRATION

The Gathered View- September-November 1999

by Barb Dorn, PWSA (USA) President, and Executive Director, PWSA of Wisconsin

Over the past eight years, I have learned to hate the concept of homework for my son who has PWS. He is now entering eighth grade. It has only been within the past two years that I have been successful in stopping this practice. It was either stop it or allow it to destroy our family time. The following editorial article is my family's view on this common educational practice. As my son grew older, the challenges of homework grew more intense. There may be students who have PWS and families who do not face this challenge. But for those of us who do ... this article is for you.

Homework is a concept or task that all of us experienced as a child. A teacher taught us the material; we performed in-class exercises; and then we practiced what we learned in out-of-class work. Homework can teach many students responsibility and accountability. It can help the student transfer the learning process from school into the home environment. For many students with PWS, however, transferring or generalizing what is taught in school to the home is the difficult part. Homework can create at-home chaos and emotional upheaval for the family.

Transferring learning from one environment to another is a common challenge that many students who have cognitive or learning differences experience. What that means is that a child may seem to have a clear understanding of a concept or task at school, but when he or she is asked to perform that task outside of the area in which they learned it, they are often unable to do so. Add to that the fact that many of the methods by which we were taught are not the same methods used to teach our children today. So when well-meaning parents try to reinforce or re-teach a concept during homework time, the child with PWS becomes confused and anxious because the parent is explaining things in a new or different way. Battle can then begin when the student with PWS wants to complete the assignment but the parent lacks the expertise to

teach the material in a consistent manner.

Many students with PWS often do not see parents as teachers (even though that can be one of our undercover primary responsibilities). As parents we are very aware that many children and adults with this disability rely on the "expert" or "boss" in a situation for the final decision. Parents are not often viewed as the math (or reading or science ...) expert.



We know that many people who have PWS are **visual learners**. We also know that they have **poor auditory short-term memory**. If exact instructions or assignments are not clearly written down, the student often can't remember what or how to

complete the work. The parent is often placed in a "no win" situation – the parent's word against the child's word. As emotions escalate, logic and learning are lost. The end result is an evening of frustration and tears.

Many students with PWS work very hard all day long to stay focused and in control. They are faced with many challenges academically, behaviorally, and socially. They view home as a place to unwind, relax, and work on home-related activities. When the task of homework faces many of these children, they can quickly escalate to tears, tantrums or both. I have called teachers at home during these times to let them briefly hear and experience all that can go into a "simple

SECTION 6:

ONE ON ONE AIDES

One-to-One Aide

The use of a 1-1 aide in most cases creates the most restrictive educational environment. Health, personal care, behavior, instruction and inclusion factors should be considered when determining the need. Most important factors are health and safety of the student. Consideration for the need of a 1-1 aide should be documented in the IEP.

Special Needs Assistant

A Special Needs Assistant is a term that can be used to demonstrate that a student has very unique needs that require an aide to help services those needs. By utilizing this language an aide is not necessarily tied to only one student. A Special Needs Assistant can work with multiple children within the school day. Consideration for a Special Needs Assistant should be documented in the IEP.

For children with PWS, information that would be appropriate to provide the IEP team when considering a one on one aide could be:

- Insatiable appetite which leads to food seeking behaviors
- Medical concerns regarding stomach and over eating
- Behavior outburst when food security is not controlled which could lead to the exclusion of activities.
- Sleeping patterns and ability to not focus on task in the classroom.

REFERRAL FOR INDIVIDUAL AIDE SUPPORT (5 AREAS)

Student:		District:		DOB:	
Age:	<input type="checkbox"/> Male <input type="checkbox"/> Female	Grade:		School:	
Parent/Guardian		Home Phone:			
Address:		Work Phone:			

PART 1: Check the areas of intensive need that might indicate additional aide support.

HEALTH	PERSONAL CARE	BEHAVIOR	INSTRUCTION	INCLUSION
<input type="checkbox"/> Special Health <input type="checkbox"/> Plan <input type="checkbox"/> G-Tube <input type="checkbox"/> Medication <input type="checkbox"/> Suctioning <input type="checkbox"/> Food Prep <input type="checkbox"/> Monitoring Health Status <input type="checkbox"/> Wheelchair <input type="checkbox"/> Other: list 	<input type="checkbox"/> Full Toilet Care <input type="checkbox"/> Diapers <input type="checkbox"/> Toilet Training <input type="checkbox"/> Dressing <input type="checkbox"/> Eating <input type="checkbox"/> Hygiene <input type="checkbox"/> Positioning <input type="checkbox"/> Other: list 	<input type="checkbox"/> Behavior Support Plan <input type="checkbox"/> Positive Behavior Intervention Plan <input type="checkbox"/> In Place <input type="checkbox"/> In Process <input type="checkbox"/> Aggressive <input type="checkbox"/> Assaultive <input type="checkbox"/> Self Injurious Behavior <input type="checkbox"/> Non-Compliant <input type="checkbox"/> Over Active <input type="checkbox"/> Runs Away <input type="checkbox"/> Other: list 	<input type="checkbox"/> Physical Assistance <input type="checkbox"/> Constant Prompting <input type="checkbox"/> Applied Behavior Analysis <input type="checkbox"/> Discrete Trial Training <input type="checkbox"/> TEACCH <input type="checkbox"/> Assistive Technology <input type="checkbox"/> PECS <input type="checkbox"/> Accommodations Needed <input type="checkbox"/> Modifications Needed <input type="checkbox"/> Other: list 	<input type="checkbox"/> Direct Instruction <input type="checkbox"/> Physical Support <input type="checkbox"/> Safety <input type="checkbox"/> Close Visual Supervision <input type="checkbox"/> Environmental Supports <input type="checkbox"/> Organizational Supports <input type="checkbox"/> Accommodations Needed <input type="checkbox"/> Modifications Needed <input type="checkbox"/> Social Support <input type="checkbox"/> Other: list

PART 2: Describe EACH area of intensive need marked above and indicate if there is an IEP goal/objective written to address the area.

PART 3: Describe interventions used to support referred student in EACH of the areas marked above.

PART 4: Describe current classroom staff and student needs: Student/Staff ratio:

Number of students requiring assistance in:

Health: Personal Care: Behavior: Instruction: Inclusion:

Other specific general classroom needs:

This referral is made at the request of Teacher Parent/Guardian Other: _____
 Referring Person(s) _____

Date: _____

Program Administrator Signature Required _____

Date: _____

Adapted with permission from form developed by Kandis Lighthall and Jim Norton for Shasta SELPA.

STUDENT NEEDS RUBRIC

Student: _____
Teacher: _____

DOB: _____
Review Team Members: _____

Disability: _____

Date Reviewed: _____

Current Program: _____

	HEALTH	PERSONAL CARE	BEHAVIOR	INSTRUCTION	INCLUSION
0	Mild or occasional health concerns. May have allergies or other chronic health conditions. No specialized health care procedure or medications taken. No time required for health care.	Independently maintains all "age appropriate" personal care needs. Assistance is typical for the age group.	Regularly follows adult directions without frequent prompts or close supervision. Handles change and redirection with little stress. Usually gets along with peers and adults. Seeks social interactions but may be awkward.	Can participate fully in whole class instruction. Can stay on task during typical instructional activity. Follows direction with few to no additional prompts.	Participated with accommodation and occasional modifications. May need occasional visual reminders of schedule changes. Requires some additional support to finish work and be responsible. Needs some social cueing to interact with peers appropriately.
1	May have chronic health issues (ear infections, ADHD, Diabetes, and bee sting allergy). May have generic specialized health care procedure and take medication. May require limited health care interventions for about 10-15 min daily (diet, blood sugar, etc.).	Needs reminders to complete "age appropriate" personal care activities (washing hands, going to the bathroom, wiping mouth, tying shoes, buttons, zippers, etc.)	Usually follows adult direction but occasionally requires additional clarification, encouragement and prompts to follow directions. May have occasional difficulty with peers and/or adults. Does not always seek out friends but usually plays if invited.	Participates in group at instructional level but may require additional prompts, cue or reinforcement. Requires reminders to stay on task, follow directions and to remain engaged in learning.	Participates with visual supervision and occasional prompts. May require visual shadowing to get to class. Regularly needs modification & accommodations to benefit from class activities. Socialization may require adult facilitation.
2	May have a very specialized health care procedure and take medication. May have limited mobility or physical limitations required adult assistance (stander, walker, gait trainer or wheelchair). May require special food prep or feeding. Requires health related interventions 15-45 minutes daily.	Requires frequent physical prompts and direct assistance to participate in personal care. Reminders may be required for appropriate eating procedures and pacing. Some food prep such as bite size pieces may be needed. May require toilet schedule, training, direct help and may still use diapers.	Consistently has problems following directions and behaving appropriately. Can be managed adequately with a classroom behavior management plan, accommodations and/or modifications but would be unable to experience much success without plan implementation.	Cannot always participate in whole class instruction. May require smaller groups and frequent verbal prompts, cues or reinforcement. On task about 50% of the time with support. May requires some accommodations and/or modifications to successfully participate in learning.	Participates with visual supervision and occasional prompts. May require visual shadowing to get to class. Regularly needs modification & accommodations to benefit from class activities. Socialization may require adult facilitation.
3	May have a very specialized health care procedure and take medication. May have limited mobility or physical limitations required adult assistance (stander, walker, gait trainer or wheelchair). May require special food prep or feeding. Requires health related interventions 15-45 minutes daily.	Requires frequent physical prompts and direct assistance to participate in personal care. Reminders may be required for appropriate eating procedures and pacing. Some food prep such as bite size pieces may be needed. May require toilet schedule, training, direct help and may still use diapers.	Has moderate behavior problems almost daily and is likely to be non compliant, defiant and verbally explosive. Requires a Behavior Support Plan (BSP) and behavior goals and objectives on the IEP. Is likely to require close visual supervision to implement BSP.	Difficult to participate in a large group. Requires low student staff ration, close adult proximity and prompts including physical assistance to stay on task. Primarily complies only with 1:1 directions and monitoring. Cognitive abilities & skills likely require modifications not typical for class as a whole.	Participation may require additional staff for direct instructional and behavioral support. Likely requires direct supervision going to and from class. Always requires modifications and accommodations for class work. Requires adult to facilitate social interaction with peers.
4	Likely has a specialized health care procedure requiring care by an additional specially trained employee (G tube, vital signs, tracheotomy cauterization, etc.)	Requires direct assistance with most to all personal care. Has limited ability to assist in any personal care procedures. Due to weight, and/or safety requires two-person lift to changing table or other assistive device. Direct 1:1 assistance is required 45 or more minutes daily.	Has a serious behavior problem with potential for injury to self and others. Functional Analysis Assessment of behavior has been completed and the student has a well developed PBP which must be implemented to allow the student to safely attend school. A Behavior Case Manager is assigned; staff has been trained in the management of assaultive behavior.	Cannot participate in a group without constant 1:1 support. Requires constant verbal and physical prompting to stay on task and follow directions. Regularly requires specific 1:1 instructional strategies to benefit from the individualized educational program. Cognitive abilities and skills require significant accommodation and modification not typical for the class group.	Always requires 1:1 staff in close proximity for issues such as safety, direct instruction, mobility and/or behavior monitoring. Requires 1:1 assistance to go to and from class and other locations on campus. Requires adult to facilitate social interaction with peers and remain in close proximity at all times.

Select the number that best describes the student in each rubric category.

A.5 may be added to any whole number if a student's seems to fall between two rating areas.

Total number from each area (H) _____ + (PC) _____ + (B) _____ + (I) _____ + (Inc) _____ = total number _____

Total may be divided by 5 to determine the average score.

Summary comments: _____

SECTION 7:

BEHAVIOR

Behavior

Does treating people equally mean treating them the same?

No it doesn't. It is important to treat people fairly, not necessarily equally. For example, a person who is visually impaired may need different supports to have equal access to education and society than does a person who needs a wheelchair. It is important to make sure people have equal access, equal rights, equal opportunities, but that does not mean treating everyone the same. When looking at behavior needs of our students what is fair is different than what is equitable. Don't get caught in the trap of trying to create a one size fits all approach to discipline. Meaning: Holding all students accountable in the same exact way would not be fair or equitable.

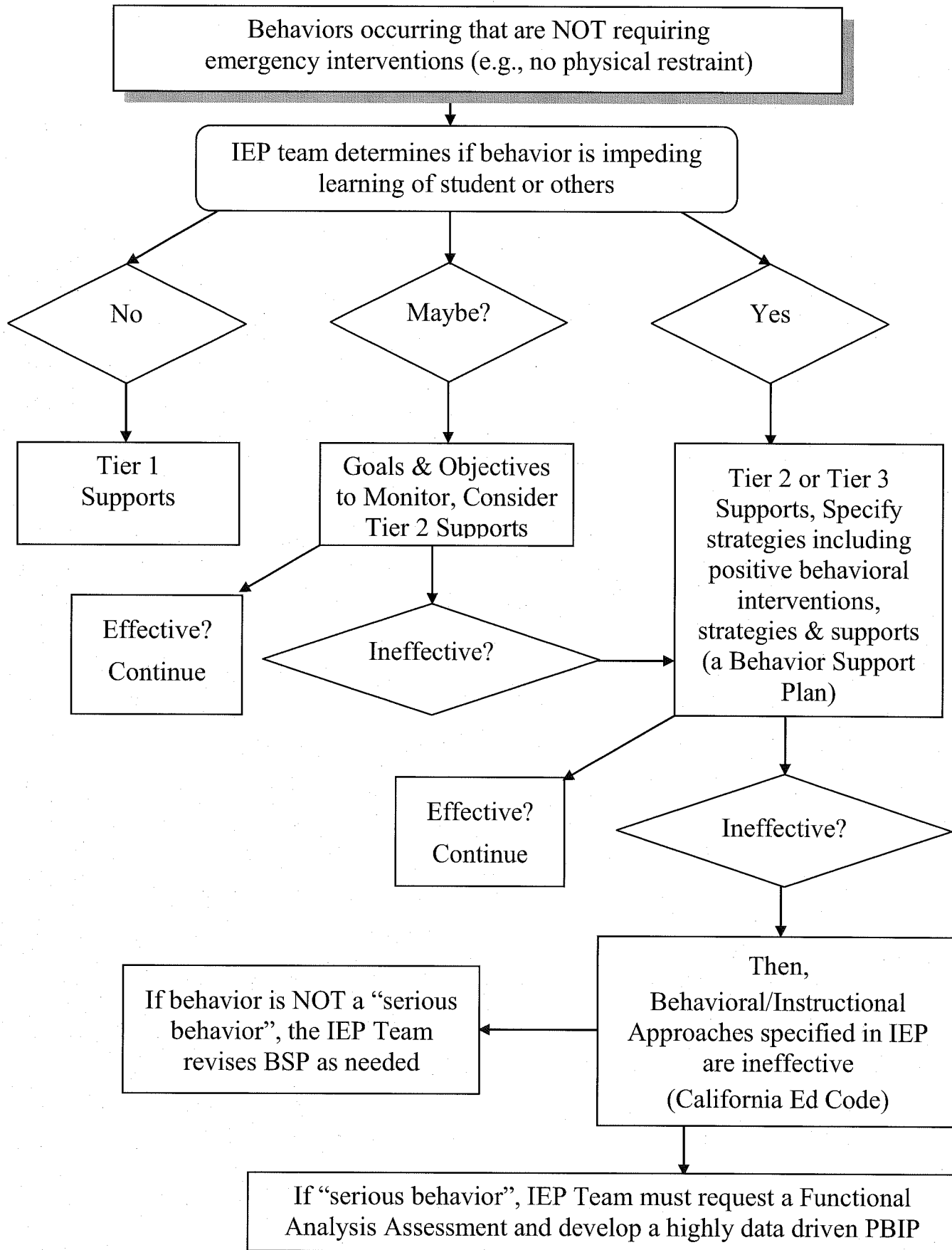
If a child's behavior is a factor of their disability, it is important to ask yourself when working with the child and behavior "Am I escalating the behaviors by my actions OR am I deescalate the behavior" To identify this component is a skill set that will allow you to navigate through potential mine fields of problems. Once students with emotional control issues (ED, Autistic, PWS) get to the agitated state REASONING is not a component that they will be able to do. Their brains are hardwired differently and will respond differently.

Children who are oppositional and noncompliant often evoke emotional responses in teachers and staff which results in yelling, scolding or threatening with consequences. These same children, because of anxiety or other traits tend to hyper-re-act or misunderstand vocal tone, strong or even mildly negative emotions. They respond with anger which over time turns into resentment.

Here are suggestions to break the cycle

- Use a matter-of-fact or neutral tone when re-directing the child from an inappropriate behavior.
- Your tone should be **Firm** not **Stern**. This will take practice. **Firm** is compatible with "kind" and reassuring"; **Stern** is not; **Stern** is scolding.
- Practice sounding bored when the child's behavior appears to be deliberately provocative. The more outrageous the child's behavior the more bored you should sound.
- To help facilitate the **Firm** tone practice by lowering your physical status to the child's level (kneel down) and speak without making any facial gestures in a softer/lower tone.

BEHAVIOR PLANS FOR STUDENTS WITH IEPs (CALIFORNIA)



General Guidelines for Behavior/Behavior Improvement Plans/Manifestations

1. Case manager should be notified of all suspensions and behavior incidents
2. Days 1-2 of suspension or when behavior concerns arise, have discussions with parent and administration to determine if this is an isolated issue or something more.
3. Days 3-4 of suspension or when behavior concerns arise, behavior goal added through an IEP.
4. Days 5-6 of suspension, BIP developed or when behaviors have shown a pattern.
5. Days 7-10 of suspension, revise BIP through IEP.
6. Day 10 of suspension, Manifestation IEP scheduled.
7. Every day of suspension after the 10th day a Manifestation must be held

Manifestation:

IEP must be held within 10 school days of parent notification of possible expulsion proceedings. IEP meeting should be scheduled within 7 days. Parent may request IEP meeting extension of 3 days.

Notice of Manifestation meeting notice must be used.

Suspensions after 10 days

Student may only be suspended for one day at a time with parent permission.

Document in the meeting notes that the parent approves of one day at a time suspension should another suspendable incident occur.

After 10 days of suspension, a manifestation meeting must be held after each suspension.

Behavioral Referral Procedure

Behavior Intervention Plan developed by the teacher and site IEP team. Teacher sets up meeting and staff implements. BIP tried for at least one month. Important to explain what the replacement behavior will be to the parent along with how it will be taught and what reward system will be in place to get the student to use new system.

BIP revised with assistance from the school psychologist or behaviorist. Meeting held with psych/behaviorist in attendance. BIP tried for at least one month. (data collected during this time)

IEP meeting scheduled to discuss BIP/behavior and possible need for FBA. Invite psychologist to the IEP. Prior to the IEP, give psychologist a copy of the BIP to review.

IEP team refers for a FBA and will reconvene once completed.



Information for School Staff: Supporting the Student Who Has Prader-Willi Syndrome

(Compiled by Barb Dorn, Consultant on PWS)

All students with Prader-Willi syndrome are individuals. Each has varying strengths and needs. This chart does **not** reflect the behavioral needs of all children & young adults.

Common Behaviors Often Seen in Students with PWS	Possible Management Strategies
<p><u>Rigid Thought Process</u> It is common for people with PWS to receive and store information in a very orderly manner. There is a strong need for routine, sameness, and consistency in the learning environment.</p>	<ul style="list-style-type: none"> ▪ Foreshadow changes and allow for discussion. Do this in a safe area where they can share feelings. (The student needs to time to adapt to this change) ▪ If there is a change -use visuals; put things in writing – lists, schedules ▪ If able, communicate changes in personnel ahead of time – but not too far ahead. ▪ Don't make promises you can't keep ▪ Break down procedures into concise, orderly steps. Limit steps to 2-3. ▪ To resolve "stubborn issues" try using "compromise". Both the student and the educator have to come up with a totally new solution. Serves as a problem-solving strategy – and diversion. ▪ Provide praise when being flexible
<p><u>Perseverative or Obsessive Thinking</u> This is the tendency to get "caught" on one issue or thought to the point where it overshadows the main theme of the learning or social event. This behavior can contribute to difficulty in transitioning from one topic/activity to another. Students often have a great need to complete tasks. It can lead to loss of emotional control.</p>	<ul style="list-style-type: none"> ▪ Use reflection – have student restate what you said ▪ Put in writing; use visuals. Carry a small notebook if needed. ▪ Less is best – give less amount of work at one time. Add to the work as time allows. ▪ Avoid power struggles and ultimatums ▪ Ignore (if possible) ▪ Don't give more information than is necessary especially too far in advance. ▪ Use "strategic timing" – time the activity that the student has difficulty ending right before activity he/she enjoys (snack or lunch.) ▪ Set limits. "I'll tell you 2 more times, then we move on to next topic. This is #1."
<p><u>Tenuous Emotional Control</u> Any combination of life stressors can lead to emotional "discontrol". The result may be exhibited as challenging behaviors such as tantrums – yelling, swearing, aggression, destruction, and/or self-injury.</p> <p>During these episodes, reasoning is lost.</p> <p>Recovery of control takes time and is often followed by sadness, remorse, and guilt.</p> <p>Because of a problem in sequence processing, students are not always able to turn <u>what not to do</u> into <u>what to do</u>.</p>	<ul style="list-style-type: none"> ▪ Be aware of "hallway over stimulation" – especially before school begins. Have student enter the building at a less popular entrance. If possible, have arrive 5-10 minutes after school starts. Dismiss early. ▪ Start the day by reviewing the schedule; work through any changes. Put new schedule in writing to decrease anxiety. ▪ Set daily goals <u>with</u> the student. Limit to 3 or less. Communicate behaviors <u>you wish to see</u>. Make it a cooperative task that provides concrete behavior expectations. Put goals in writing. Avoid the word "DON'T"... focus on the word "WILL". (EX. "Talk in a quiet voice ... instead of "Don't yell". When I feel frustrated, I will tell Mr. Smith or another adult.") ▪ Provide positive attention and praise when student is maintaining control, especially in difficult situations. Celebrate success! ▪ Encourage communication and acknowledging feelings. Words are important – LISTEN carefully! ▪ Include the student in behavior plans. Having their input elicits cooperation and a sense of support. Especially true in older children and teens. ▪ Be a role model. "I always say "darn" when I am angry. Let's try that for you ... darn, darn, darn". Practice when the student is not agitated or angry. ▪ Depending on the student and the situation – use humor. It is often effective. ▪ Anticipate build up of frustrations and help him/her to remove self to "safe area" Create a key word or phrase that will alert the student that it is time to go. Practice using these words/phrases when the student is calm. ▪ Develop a plan and teach the student <u>what to do</u> if he/she feels angry or frustrated. Many students substitute a means of releasing this pent up anger – long walks/exercise, ripping paper, tearing rags, popping packaging bubbles... ▪ Don't try reasoning during times when out of control. Limit discussion. ▪ Have a plan in place if student becomes more violent. Safety for all is a priority. Consistency in approach is imperative ▪ Provide positive closure. Don't hold a grudge. ▪ If using consequences – they should be immediate and help the student learn from the outburst – saying "I'm sorry", sending a note to say they are sorry ...

PRADER-WILLI SYNDROME ASSOCIATION

Still hungry for a cure.

Key Components for Success with a Child with Prader-Willi syndrome in a School Setting

These notes on working with children with Prader-Willi syndrome in a school setting are taken from the presentation "Behavior Challenges in a School Setting" written by Mary K. Ziccardi. Ms. Ziccardi is an Executive Director with REM, OH and serves as a behavioral and educational consultant for the Prader-Willi Syndrome Association (USA) working with schools across the country to create more effective learning environments for students with Prader-Willi syndrome.

Key Components:

- A. Structure and Predictability
- B. Staff Competencies and Commitment
- C. Supervision
- D. Food Security and Controls

Structure and Predictability:

- Use of written and/or picture schedules
- Limiting choices to two
- School personnel who provide assurance are a "safety net," providing a sense of security
- Predictability reduces overall anxiety

Staff Competencies and Commitments:

- Must match personality, training, and desire... "it's not for everyone"
- School staff require ongoing support and updated information
- Build a relationship of trust between home and school

Supervision:

- There is no substitute for consistent visual and/or auditory supervision.
- School teams should identify and discuss particularly vulnerable situations (i.e. transportation, bathroom breaks, substitute teacher or aide) and have a pre-agreed plan.
- Building a relationship with and wanting to be with the student is preferable to just "watching" him/her.

Food Security and Controls:

- Transportation
- Holidays, birthdays, special occasions
- Avoiding the "just this once" phenomenon

Four (4) Challenging Behaviors and Solutions:

Issue #1: Transitions

- Sudden change in routine or schedule, particularly around food
- Difficulty accepting the change, even if it is a "preferred" activity

Strategies

- Keep schedule and routine predictable
- Have a staff dedicated to the student in order to take the time necessary to work through the changes
- Use logical sequence of events throughout the day

Issue #2: Perseveration

- Repetitively asking the same question/saying the same phrase
- Talking about the same topic or event repeatedly
- Playing with the same toy or puzzle over and over again

First Analyze...

- ⇒ *Is the repetition soothing?*
- ⇒ *Does it signal stress and/or an imminent meltdown?*
- ⇒ *Is it disruptive?*

Once these issues are addressed, then...

- Be certain the child does know and understands the answer/information
- Ignore when possible
- Write down/use a picture to affirm the answer
- Give the student the "last word" on the subject

Issue #3: Sleepiness and Trouble Paying Attention

Strategies

Work with the school staff to:

- Accept this characteristic as one you may have little influence over...but manage the environment by...
 - ⇒ *Presenting high and low movement/activity levels alternately*
 - ⇒ *Use highly motivating rewards for particularly difficult times*
 - ⇒ *Sit the student close to the teacher/center of activity*

Issue #4: Food Management

- Searching for food that is not properly secured
- Seeking garbage and other inedibles
- Trading/borrowing/swapping for food
- Being victimized for the promise of food

Strategies

- Keep all lunches out of sight and secured
- Do not use food in the classroom as reinforcers or teaching tools
- Agree with the school that your student only eats/drinks what is sent from home
- Monitor/secure all trash cans
- Discuss in advance and provide additional supervision for holiday parties

Positive Behavior Strategies: Tips For Educators of Students with Prader-Willi Syndrome

We can become frustrated when the student with Prader-Willi syndrome (PWS) does not seem to hear what we are saying and does not stop when we ask them to do so. So often, educators, therapists and others who work with these individuals get caught using phrases and instructions which emphasize the negative – “don’t statements”. When a person with Prader-Willi syndrome is starting to become anxious and frustrated, in most cases he/she is incapable of taking a “don’t request” and turning it around to a “do action.” With their frustration and anger escalating, we come to a point where we have lost our opportunity to teach and for them to hear what we are saying.

The most effective way to address negative behavior and to change these into more socially appropriate responses is to teach, and ask for the behavior **you want to see**. Sounds simple right? Well, it can be a challenging change for many of us.

Communication—The Key

Below are some examples of positive ways to communicate behavior requests and/or expectations.

IF the child or adult with PWS is:

- Yelling, whining ... You can say “I need to hear a quiet voice”.
- Hitting, pushing, kicking ... You can say, “I need you to keep your hands to yourself. I need quiet hands/feet”.
- Misbehaving on the bus ... You can say, “You must sit in your seat with a soft voice while you ride on the bus.” (Instead of yelling at him because he is getting up and jumping and yelling on the bus.)

Be specific in your requests:

- “I need you to put your book into your backpack” (Instead of “Get ready for the bell!”)
- “I need you to put your math book away.” (Instead of “Get ready for your next class.”)
- “I need you to get your jacket and put it on”. (Instead of saying, “Get dressed for recess”)

Give choices, it often empowers the person with PWS. It gives them a sense of control and it allows us the ability direct those choices.

- “When you want to ask a question, you can either raise your hand or hold up your question card.”
- “You can have a snack – your choices are string cheese or a small container of yogurt”.
- “You need to wear a jacket – do you want to have the zipper open or the zipper closed.”

Make the student your “**special helper**”. If you want him/her to get ready for the next topic or activity and you need him/her to cooperate you can say, “TJ, will you be my special helper? I need you to help me find the special paper we will need for this activity – I can’t seem to find it.” No matter the age; most like to please and help.

Teach the child or adult with PWS what they CAN do when they are frustrated or angry. So often, we tell them what “not to do” but we must teach, practice and re-teach strategies that they CAN do to deal with these feelings. The best time to teach these is when the person is calm and can hear what

Anxiety, Frustration and Anger Behavior Manifestations of Prader-Willi Syndrome

By Barb Dorn, Crisis Intervention Counselor PWSA (USA)

Students with Prader-Willi syndrome (PWS) are individuals. Not all individuals exhibit the same behaviors in the same intensity or frequency. Because of an abnormality in the hypothalamus, many students with Prader-Willi syndrome (PWS) have tenuous emotional control. They have problems managing their feelings and appropriately exhibiting emotions.

Some of the common challenging behaviors that are often manifested in students with Prader-Willi syndrome include anxiety, frustration and anger. The most common precipitating factors seen in behavior outbursts are food and change. The appetite control center is located in the hypothalamus. When people with PWS eat, the message of fullness never reaches their brain. They are always hungry. The degree of hunger and the need to seek food can be very intense in some of these students. They are often irrational when it comes to anything having to do with food. Change can also cause extreme anxiety. Positive change as well as negative change may result negatively in these students.

Anxiety

Most students with PWS, young and old have a higher level of anxiety. Because of a strong need for structure and consistency, they often exhibit anxiety when there is change or perceived change. Students may worry about how a change impacts food. It is common to see them become worried regarding all aspects of a food situation – when, what, where and how much.

The presence of food, including the smell of food can cause extreme anxiety in some students. If food is present, these students will focus on it and not on academics or the task at hand. Can they have it? Can they take it? When can they take it? How can they get it? The anticipation and anxiety in the food seeking process can become overwhelming.

Providing one-on-one supervision; closing doors; removing food; locking up food sources; developing creative scheduling during food exposure times are all ways to prevent anxiety related to the uncontrollable urge. If there is someone watching, a person is less likely to seek food. If food is removed, there is greater chance of successful diversion.

Any change in routine, personnel, schedules or plans can result in emotional upheaval. Days when there is a field trip, a substitute teacher, an assembly or an alternate schedule can put students with PWS on edge and their emotional threshold may be very low. Prepare students for change and provide reassurance on how the change in one area will not result in change in another. Emphasize the areas of sameness. Provide visual representation of change. This

allows students to reorganize their brain to accommodate it. However, the emotional threshold may remain fragile.

People with PWS who have anxiety manifest this emotion in many ways. You may see irritability, tearfulness, crying, yelling and even aggressive behaviors as they attempt to cope and release it.

Frustration and Anger

Frustration often becomes a manifestation of anxiety. For example, when change occurs and students are unprepared for this change, they may exhibit frustration. Frustration can quickly escalate to anger. Threats feed the anger. Behavior can quickly go from words of anger – yelling and swearing – to action of words – pushing, property destruction and even personal attack.

Students with PWS often describe this anger as an uncontrollable “feeling that must come out.” Any conflict with food situations can quickly escalate to anger. Students require a controlled environment where all food issues are removed and/or monitored.

Students with PWS have a skill and knowledge deficit in how to handle frustration and anger. They require instruction on appropriate ways to handle their emotions. A helpful, empathetic approach has a more successful outcome. Educators must be clear in teaching what behaviors students should be demonstrating. Students require teaching, re-teaching, practicing and review of these strategies at a time when they are able to listen – not when they are in a stressful situation. Teach students what to do – not what they should not do. (When you are angry ... tell an adult; take a walk ; listen to music...)

Students with PWS have problems with short term memory. If teaching is done too long after an incident, educators have reported that students often do not remember what they did to warrant the suspension. These students lose the opportunity to receive meaningful education that could help them learn how to handle the negative expression of emotions.

Most students with PWS also have cognitive learning deficiencies and do not generalize across environments. That is why it is important to provide this learning and/or relearning of appropriate behavior in the school setting. It is more meaningful for them to learn this in the environment where the problem behavior occurred. Receiving instruction at home of how to act in school is frequently ineffective. It is helpful to have, parents and educators working together, teaching and using the same strategies to teach them how to manage their behavior. This should be the case at home, at school and in the vocational setting. Consistency is

COMMUNICATION BREAKDOWN

by Linda Thornton

The thing about PWS is being able to understand *why* your child may have temper tantrums, or explosive behaviours, melt-downs, call them what you will. What may seem to you and others like an out-and-out extreme behaviour, may well be your child's method of communicating something important when all else fails.

In other words, the child without PWS who has temper tantrums at age 2, 3, and onwards at varying stages, even through to the teen years, is trying to make you see how frustrated they are. We can accept that from the two year old who wants a packet of sweets temptingly put out on the supermarket counter and wants it NOW and can't see why that is not going to happen.

We can even understand the 7 yr old who wants to have a new dress for a party because all her friends have one and she doesn't want to be the odd one out.

We can even attempt to understand the non-communicative teenager whose love-life has gone bad and the end of the world is just around the corner.

But the hardest thing for others to understand is the young adult with PWS whose behaviour is still remarkably like the two year old, or the seven year old, particularly when that person is now 19 or 20 years old and 'should know better'. The thing is, they don't.

It's as though they are unable to process the information given to them, something in their brain short-circuits, and hey presto out comes the explosive behaviour.

Witness the young adult at work experience. She works at the SPCA and does her work well. She has a job coach who is there to help only when needed. Then, one day, out of the blue, she is told that she needs to change her routine, that the cats are not responding to a certain food and the dogs aren't getting enough exercise.

What she hears is this: "You are not doing your job. You made the cats sick. The dogs aren't being looked after."

The information going into her brain was short-circuited and the outcome is an argument followed by explosive behaviour.

When asked, after things had calmed down and the job coach had been able to intervene successfully, what went wrong, the girl replied, "I didn't hear what was said. My brain got scrambled." It was interesting in this case to hear the girl give a very clear message back to those in charge. What she was saying was, "Don't *tell* me a great heap of negative information because I can't take it in, and I think you are accusing me of something. It is better if you *ask* me one thing at a time and I can answer you in my own way." A long time ago, it was common to describe behaviours of those with PWS as being in the 6-10 year range. Then it became discarded in favour of looking at the person as a whole, rather than demeaning the older person.

Personally, I have always kept in mind that when the behaviour becomes challenging, it pays to remember that the person often reverts to the type of behaviour that a 6-10 yr old might.

To back this up, I found Ross W. Greene, PhD, in his book "The Explosive Child, (*a new approach for understanding and parenting easily frustrated, 'chronically inflexible' children*) has this to say (and although not specifically designed for people with PWS, the pattern fits remarkably well, no matter what the chronological age of the person might be):

Common Characteristics of Explosive behaviour

1. *A remarkably limited capacity for flexibility and adaptability and incoherence in the midst of severe frustration. The child often seems unable to shift gears in response to parents' commands or a change in plans and becomes quickly overwhelmed when a situation calls for flexibility and adaptability. As the*

PRADER-WILLI SYNDROME ASSOCIATION

Still hungry for a cure.

Advisory for Care Providers

Exploring the Dangers of Positional Asphyxia

By Tina DiDino, REM Ohio, Health Services Coordinator

Mary K. Ziccardi, REM Ohio, Administrator

Jane is on her way home from work. Her supervisor, Jim, calls you to say he noticed his candy bar was missing from the top of his desk and that Jane was seen near his desk just prior to the bus arriving.

Jane arrives home; you meet her at the door. Her breath smells of chocolate, the corners of her mouth are brown, and there's caramel stuck in her teeth.

You say to Jane, "You took Jim's candy bar off his desk this afternoon."

She becomes loud and defensive. "No I didn't!"

You say, "You're lying! There's chocolate on your face and caramel in your teeth."

She becomes increasingly upset, yelling that she isn't lying. She begins calling you obscene names for accusing her. She stomps around, slams her lunch box on the table, then shoves a chair under the dining room table.

You say to her, "Stop this and calm down. You know better than to slam things and call people names."

She is non-compliant and clearly a "behavior problem." Cursing and slamming things shows she's out of control. You know what you have to do. You glance at your co-worker, Joe, and give him the nod. Just as you were taught, you and Joe quickly grab her arms, place your hand on her back to ease her fall, and each put a leg behind hers. You nod again and you both push her backward so she's off balance. Ease her to the floor, flip her onto her stomach (so she can't hurt you, and so she doesn't choke), put her arms at her sides and lean across her back to prevent her from getting up. Now you explain to her that you wouldn't have had to do this if she would have calmed down when you told her to, but you'll let her up as soon as she is calm.

Jane's still putting up quite a fight, screaming, struggling to get up and trying to buck you off her. You ask Joe for help. Joe lies horizontally across her thighs and you lay across her back. After a few short minutes she stops fighting. Whew.... You tell her she's done a good job calming down and you're going to release her now. You slowly release one of her arms. Her nail beds are blue.... She doesn't seem to be breathing!

Safely using physical restraint

Recently, one of our families lost a child as the result of a prone restraint. The purpose of this article is to address the use of physical restraint, and when needed, how to practice it safely.

Often school and vocational organizations and residential agencies are trained to use face-down restraint procedures. This type of restraint greatly increases the risk of positional asphyxia, which, simply stated, means that the position of one's own body interferes with the restrained person's ability to breathe and the person cannot get enough oxygen.¹

Further, any interference with respirations, either by the positioning of one's own body or by an external force, may result in asphyxia. The danger of death is so great that many police departments are now conducting officer training of alternative restraints and have banned the use of prone restraint. According to EMT Charly Miller,² one case study showed the average time between beginning a prone restraint and the onset of death was only 5.6 minutes. Use of this restraint, even for short periods of time, presents serious risks. Multiple factors place a person at risk for death or serious injury from positional asphyxia.

Risk Factors and PWS

Primary risk factors for a person with Prader-Willi syndrome include:

- one's body position during restraint, particularly prone
- obesity³
- prolonged struggle or physical exertion⁴
- respiratory conditions, including asthma and bronchitis⁴

- pre-existing heart disease, including an enlarged heart and other cardiovascular disorders^{3,4,5}

General Risk Factors

When a prone restraint is used, each of the following factors may put a person at risk:

The individual may become upset, and his/her heart rate, blood pressure, and rate of breathing will increase. As the physical struggle occurs, the person becomes out of breath. More oxygen is needed to fuel the struggling muscles.

As the person's body is trying to get more oxygen to fuel the muscles, the person is placed in a face-down position on the floor, causing compression of the chest and limiting the person's ability to expand the chest cavity and breathe.^{5,6}

In addition, the abdominal organs may be pushed up, restricting movement of the diaphragm, further limiting the available space for the lungs to expand.^{6,7}

Also, excessive body weight makes it more difficult to move the chest wall and expand the lungs, especially when in the prone position.⁴

All muscles, including the heart, require oxygen to function. When the heart doesn't get enough oxygen, it may begin to beat faster, or out of rhythm, potentially leading to death.

According to a case study,⁸ forensic pathologist Dr. Werner Spitz indicates that there is a greater chance of positional asphyxia with increased body mass and an enlarged heart.

The amount of fat located under the navel is indicative of the thickness of the fat layer under the skin, and this is associated with

Information and Important Basic Understandings for Those Working with Students with Prader-Willi Syndrome

Obsessive-Compulsive Behaviors in a School Environment

It is very important that we do not treat these characteristics as maladaptive behaviors which must be gotten rid of...but rather as characteristics of the syndrome, which certain people possess. First and foremost, as with other characteristics related to PWS, be empathetic. In doing so, we are likely to use greater sensitivity and understanding in our change efforts.

Persons with PWS do not choose to feel anxious and develop rituals and routines that interfere with the daily schedule. They did not choose to be "inflexible." So here are some things to do:

- Consider whether the school routine itself might be a bit rigid. You plan your routines to keep things running smoothly for the entire school body and, of course, for the staff. Sometimes the only reason for something is that "it has always been that way." So open your mind to changes that might be made to accommodate some of the idiosyncrasies of the individual with PWS.
- Identify and honor any rituals or habits that an individual has that are not destructive and do not significantly interfere in the general routine. Make certain all teachers and auxiliary staff are aware of these habits and respectfully allow for them.
- Given the need for predictability for persons with PWS, post schedules, routines, and planned activities. Written rules and consequences should also be readily available, so there are no surprises. An individual contract may help address issues outside of the regular rules.
- The idea is to really know the individual and provide the predictability, support and structure they need to feel safe and comfortable. Parents can provide you with a list of issues that may cause the person anxiety. Provide choices whenever possible (all of the choices must be acceptable to you, of course). Do not overwhelm the person with too many choices.
- Provide warnings before a transition...for example, five minutes signal, one minute...
- Teach problem solving, planning, and relaxation skills and strategies. This is best done through role playing.
- Keep in mind that individuals with PWS are impulsive. They may snap or yell without considering the effects of their words or behaviors. These outbursts do not come without cause; there is a reason for them. It is one of the challenges that face the people working with the person with PWS. Once the cause is identified, an accommodation can be found.

Time Sampling Record Sheet

10-minute intervals

Student: _____ Date: _____

Behavior: _____

Type of Time Sampling (Circle 1, 2, or 3 below)		
Type 1: Whole Interval += behavior is continuous in the interval	Type 2: Partial Interval += single instance is observed in the interval	Type 3: Momentary += record only if behavior present at end of the interval

	+ or -	Comments*		+ or -	Comments*		+ or -	Comments*
8:00-8:09			11:10-11:19			2:20-2:29		
8:10-8:19			11:20-11:29			2:30-2:49		
8:20-8:29			11:30-11:49			2:50-2:59		
8:30-8:49			11:50-11:59			3:00-3:09		
8:50-8:59			12:00-12:09			3:10-3:19		
9:00-9:09			12:10-12:19			3:20-3:29		
9:10-9:19			12:20-12:29			3:30-3:49		
9:20-9:29			12:30-12:49			3:50-3:59		
9:30-9:49			12:50-12:59			4:00-4:09		
9:50-9:59			1:00-1:09			4:10-4:19		
10:00-10:09			1:10-1:19			4:20-4:29		
10:10-10:19			1:20-1:29			4:30-4:49		
10:20-10:29			1:30-1:49			4:50-4:59		
10:30-10:49			1:50-1:59			5:00-5:09		
10:50-10:59			2:00-2:09					
11:00-11:09			2:10-2:19					

Interval Data Sheet

Student: _____ Chart Started: _____

Behavior: _____

Days of the month Behavior did NOT occur Behavior DID occur

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
6:30 am																															
7:00 am																															
7:30 am																															
8:00 am																															
8:30 am																															
9:00 am																															
9:30 am																															
10:00 am																															
10:30 am																															
11:00 am																															
11:30 am																															
12:00 pm																															
12:30 pm																															
1:00 pm																															
1:30 pm																															
2:00 pm																															
2:30 pm																															
3:00 pm																															
3:30 pm																															
4:00 pm																															
Total Intervals Observed																															
Percent																															

Notes:

Intensity Rating Scales

Student: _____

Page: _____ of _____

Behavior: _____ Scale # _____

1	2	3	4	5
6	7	8	9	10

Behavior: _____ Scale # _____

1	2	3	4	5
6	7	8	9	10

Behavior: _____ Scale # _____

1	2	3	4	5
6	7	8	9	10

Example of Intensity: Swearing, Scale 1-4

1 – soft mouthing of swear words – no sound

2 – barely audible swear word

3 – normal voice swearing

4 – shouting swear words

Communicative Intent Matrix

BEHAVIORS	Aggression	Making Odd Noises	Self-Injurious Behaviors	Self-Stimulation	Tantrum	Touching/Feeling	Gesturing/Pointing	Object Manipulation	Pushing/Pulling	Reaching/Grabbing	Running Away	Cussing/Profanity	Repeated Statements	Screaming/Yelling	Verbal/Physical Threats	Other Behaviors				
MEANINGS																				
<i>INTERACTIONS</i>																				
I want attention																				
I want to talk to you																				
I want to play																				
I like you																				
Can I do this?																				
I want/need help																				
I don't know how...																				
I'm hungry/thirsty																				
I want this																				
<i>BACK-OFF Statements</i>																				
"No"																				
I don't want to do this																				
I want to stop this																				
Give me some space																				
<i>DECLARATIONS</i>																				
I've got something to say																				
I'm embarrassed																				
I'm saying "Hello"																				
I'm saying "Yes"																				
I'm joking																				
<i>FEELINGS</i>																				
I'm worried/anxious																				
I'm bored																				
I'm afraid																				
I'm mad/angry																				
I'm frustrated																				
My feelings are hurt																				
I'm in pain																				
I feel good																				
I'm happy																				
It's just a habit																				
I'm releasing tension																				
I need to move like this																				
OTHER																				

Behavioral Record

Student Name: _____ Period Covered: _____

Date and Time	Behaviors				Antecedent What led to the event?	Consequence Staff intervention and outcome

Direct Observation

Student: _____ Observation Date(s): _____

Observer: _____ Title: _____

Observation Setting(s): _____

Problem Behavior (operationalized terms): _____

Positive Replacement Behavior (operationalized terms): _____

Has the IEP Team determined that instructional/behavioral approaches specified in the IEP are ineffective? Yes No

OBSERVER'S ANALYSIS OF ANTECEDENTS & CONSEQUENCES

ANTECEDENTS	Operationalized Problem Behaviors	CONSEQUENCES
	See above	
ANTECEDENTS (currently present)	Operationalized Problem Behaviors	CONSEQUENCES (currently in effect)
	See above	

Tentative hypotheses of Functions of Problem Behavior: _____

Behavioral Record (BAC)

Student Name: _____ Period Covered: _____

Date and Time	Behaviors				Antecedent What led to the event?	Consequence Staff intervention and outcome

ANALYZING BEHAVIOR WORKSHEET

Student: _____

Behavior of Concern: _____

Informant: _____ Date: _____

Who:

Who is present when the problem behavior occurs? How many people? Who was about to come or about to leave? Who were the adults, children, teachers, parents? Were people present who ordinarily would not have been there (e.g., strangers or people of unusual attire)? Who was not present who ordinarily would be present? Does the problem behavior occur more often when a particular person is present? To whom was the behavior directed? Answers to these questions will help determine if a particular person or grouping of people is related to the problem.

What:

What was the behavior? What was happening when the problem behavior occurred? Was the student being asked to do something? Was the task too hard or too easy? Was the student playing freely, or were the tasks and time more structured? What were other people doing? Was the event or task almost over? Was it about time to move on to something else? Did the problem behavior occur at the beginning, middle, or end of the event or task? What is happening when the problem behaviors do not occur or are less likely to occur?

When:

This question is complex because it also relates to when the behavior does not occur. Are problems (or no problems) more likely to occur in the morning, before lunch, bedtime, free play, going out, Mondays, Fridays, and so on? Within an activity, does the behavior occur at the beginning, middle or end?

Where:

In what location does the problem behavior happen most often? Does it occur in the kitchen, bedroom, hallway, classroom? What other locations? Even more specifically, does it occur in a particular part of a certain location (e.g. near the window or door, close to a closet where a favorite toy is kept)? Where does it not occur?

Why:

What is the purpose of the behavior? This question, obviously, is the most difficult to answer. But after the information has been gathered from the other questions (e.g. who, what, when, where) the answer to this question may be more apparent. **Remember to analyze what the student may be either attempting to gain/obtain or protest/escape/avoid by engaging in this specific behavior.**

Based upon an excerpt that appeared in *Why is My Child Hurting? Positive Approaches to Dealing with Difficult Behaviors*, A monograph for Parents of Children with Disabilities by Susan Lehr, Center on Human Policy, Syracuse University (1989) for the Federation for Children with Special Needs, Boston: MA.

Relating Development to Common Behavior Strategies

PRE-LOGICAL REASONERS

LOGICAL REASONERS

	Put-er-Iner 12-18 Mo.	Foreseer 18-24 Mo.	Associater 2-4 Years	Fantasizer 4-7 Years	Logical Thinker I 7-11 Years	Logical Thinker II 11+ Years
Teach, "The rule is...."	Above cognition	Above cognition	x	x	x (but may be too directive at times)	Below cognitive skills
Card pulling	Above cognition	Above cognition	Above cognition	Usually above cognition, not logically understood	x (but not recommended because of negative emphasis)	Not dignified
Points for specific behaviors earned for future reinforcer	Above cognition	Above cognition	Above cognition most of the time	x (limited to short duration)	x	x
"Caught being good tickets" (non-specified behaviors)	Above cognition	Above cognition	Above cognition	x (only for a few at end of stage)	x	x (limited applicability, below cognition)
First/Then structuring	x (limited applicability)	x (limited applicability)	x	x	x	x (self imposed only)
Script training (i.e., what to say in a specific situation)	x (but limited to cognition language skills)	x (but limited to cognition /language skills)	x	x	x (applicable to new situations with little prior experience)	x (applicable to new situations with little prior experience)
Immediate reinforcers +1. social +2. food	x	x	x	x	x (food often below cognitive ability)	x (food often below cognitive ability)
Teach routines	x	x	x	x	x	x (but may be undignified)
Attempts to elicit intrinsic reinforcement, self-evaluation	Above cognition	Above Cognition	Above cognition	Above cognition	x (beginning applicability)	x
Points and levels of access	Above cognition	Above cognition	Above cognition	Above cognition	x	x
Behavior Contracts	Above cognition	Above cognition	Above cognition	Above cognition	x	x
Modeling from a peer	Above cognition	x (limited applicability)	x	x	x	x
Earn points as a table/any other "group oriented" reinforcers	Above cognition	Above cognition	Above cognition	x (some limited applicability at end of stage)	x	x

Development of Reasoning Skills from a Piagetian Perspective

PIAGET'S TERMS		REASONING CHARACTERIZED BY		IMPLICATIONS
STAGE	TYPE OF REASONING			
Logical Thinker II	Formal Operations Approx 11+ & adults	Logical Full adult style reasoning	Adult logical processes – induction, deduction, conservation, seriation, hierarchical classification all used to solve problems and understand physical and social phenomena - Can take perspective of another and reason “as if”	<ul style="list-style-type: none"> - Can now solve abstract and hypothetical problems - Can think about thinking - Understands relatively of rules and the concept of the “relative good.” Can alter rules with multiple variables considered.
Logical Thinker I	Concrete Operations Approx 7-11	Logical Concepts rapidly forming, linking	Reasoning is not dominated by perception although not fully logical - Reversibility of operations: can compare observed states with mental expectations & previous sequences - in reverse - De-centered, able to take viewpoint of others - Considers multiple variables in problem s-solving	<ul style="list-style-type: none"> - Can perform “if-then”, “either-or” - Observable efforts to combine and recombine information sets - Dis-equilibrium is observable-they can see that what is currently observed is not necessarily the ways things really are - Lots of speculation – “how come?”, “What if?” - Desires rules to be absolute and invariant
Fantasizer	Preoperational State II – Intuitive Approx 4-7 years	Pre-Logical Justifies from own perspective	Personal experience begins to be mediated by concepts - Considers only one variable at a time in problem solving - Attempts to explain cause and effect but still perception bound - Still unable to accept idea that others think differently	<ul style="list-style-type: none"> - Beliefs can be easily shaken or rigidly held - No adult logic as of yet - Efforts to make sense of the world, establish cause/effect, but in initial stage and idiosyncratic - Inconsistencies due to perception bound reasoning - Wants rules to adhere to personal in-the-moment needs, tries to persuade others his/her viewpoint is the correct one. Attempts to negotiate but limited perspective taking.
Associater	Preoperational Stage 1 – Associative Approx 2-4 yrs.	Pre-Logical Associates Freely	Reasoning is based only on memory of previous experiences or immediate perceptions - Child is unable to take the view point of others - Experiences trigger memories of earlier experiences	<ul style="list-style-type: none"> - “Seeing is believing” - Responses tend to be immediate with no cognitive mediation - Inconsistencies result from idiosyncrasies in experiences - No consistent cause and effect relationships, child just knows some things (objects/ideas) co-occur - Accepts rules as absolutes, with protest or acceptance when adult gives the rule. Negotiation skill absent or barely emerging.
“Foreseer”	Sensorimotor Stage 6 Approx 18-24 mo.	Pre-logical Mental Representation	Begins to picture objects and events mentally - Foresight instead of trial and error - Imitates models not currently present in the environment	<ul style="list-style-type: none"> - Imitates observed routines - Uses materials to represent previous experiences and current mental images, e.g., household routines - Words as symbols is evolving - Generalized rules not understood – Understands communication prosody (voice tones & facial affect) and environmental cues more than language.
“Put-er” In-er	Sensorimotor Stage 5 Approx 12 to 18 mo.	Pre-logical Action/Agent	Trial and error problem solving - Imitation of a wide rang of models if currently present in the environment - Keen observer of actions and their results on objects; copies others’ actions	<ul style="list-style-type: none"> - Understands some objects have functions - Continually manipulating materials, mastering body movements and actions on objects - No rules understood. Understands communication prosody (voice tones & facial affect) and environmental cues more than language.

Put-er In-er

Sensorimotor Stage of Development (12-18 mo. Cognitive Style)

	Likely to be Effective	Not Likely to be Effective
Curriculum	<p>Mastery of tasks facilitated within typically occurring routines</p> <p>Focus on functional skills</p> <p>Responding to parental needs and wants</p> <p>Curriculum based on increasing independence and enhancing life quality</p>	<p>Skill and drill activities always isolated from typical routines</p>
Teaching Strategies	<p>Positive, non-intrusive adult support that allows student exploratory behaviors</p> <p>Providing objects for the student to act upon in a safe and sensory-supportive environment (i.e., an environment with features that are neither too sensory stimulating nor too sensory deprived)</p> <p>Allowing student preferred activities at regular intervals</p> <p>Possible use of objects to signal activities (e.g., show a cup to signal snacktime); possible use of a "signal card" for student to check a schedule area for an object signifying the next activity</p>	<p>Lack of objects used to provide a balance between the familiar and the novel</p> <p>Lack of opportunity to explore a safe environment</p> <p>Failure to allow student preferences</p> <p>Overly chaotic environments that overload the child's coping ability</p> <p>Use of words or pictures for schedule instruction</p> <p>Overly intrusive adult/student interactions that precludes independent exploration</p>
Behavior Support	<p>Opportunities to feel safe, secure, and relaxed with the presence of a parent or child-accepted parent substitute who allows and facilitates independent exploration,</p> <p>Adults continuously "read" student behavior for communicative intent and respond to needs and wants</p> <p>Use of distraction to stop a beginning behavior problem</p> <p>Use of environmental structure, routines and interspersed highly desired activities</p>	<p>Punishment for task-mastery or behavioral "failure"</p> <p>Demanding compliance at all times without environmental structure supports, routines and flexibility</p> <p>Not continuously reading the communicative intent of behavior; not allowing an acceptable "no" expression, such as pushing away undesired objects</p> <p>De-personalized environments without adequate adult support</p> <p>Mechanistic behavioral approaches to enforce compliance without consideration the chronological age of the student and the task relevance for current and future quality of life</p>

Foreseer

Sensorimotor Stage of Development (18-24 mo. Cognitive Style)

	Likely to be Effective	Not Likely to be Effective
Curriculum	<p>Mastery of tasks facilitated within typically occurring routines</p> <p>Focus on functional skills</p> <p>Responding to parental needs and wants</p> <p>Curriculum based on increasing independence and enhancing life quality</p>	<p>Skill and drill activities always isolated from typical routines</p>
Teaching Strategies	<p>Positive, non-intrusive adult support that allows student exploratory behaviors</p> <p>Providing objects for the student to act upon in a safe and sensory-supportive environment (i.e., an environment with features that are neither too sensory stimulating nor too sensory deprived)</p> <p>Allowing student preferred activities at regular intervals</p> <p>Use of objects to signal activities (e.g., show a cup to signal snacktime); Use of a "signal card" for student to check a schedule area for one object signifying the next activity</p>	<p>Lack of objects used to provide a balance between the familiar and the novel</p> <p>Lack of opportunity to explore a safe environment</p> <p>Failure to allow student preferences</p> <p>Overly chaotic environments that overload the child's coping ability</p> <p>Moving too fast to pictures for schedule instruction without a stage of pairing (end of this stage) with objects; use of many objects or pictures in sequence on a schedule</p> <p>Overly intrusive adult/student interactions that precludes independent exploration</p>
Behavior Support	<p>Opportunities to feel safe, secure, and relaxed with the presence of a parent or child-accepted parent substitute who allows and facilitates independent exploration,</p> <p>Adults continuously "read" student behavior for communicative intent and respond to needs and wants</p> <p>Use of distraction to stop a beginning behavior problem</p> <p>Use of environmental structure, routines and interspersed highly desired activities</p>	<p>Punishment for task-mastery or behavioral "failure"</p> <p>Demanding compliance at all times without environmental structure supports, routines and flexibility</p> <p>Not continuously reading the communicative intent of behavior; not allowing an acceptable "no" expression, such as pushing away undesired objects</p> <p>De-personalized environments without adequate adult support</p> <p>Mechanistic behavioral approaches to enforce compliance without consideration the chronological age of the student and the task relevance for current and future quality of life</p>

Association Pre-logical Reasoner (2-4 year old cognitive style)

	Likely to be Effective	Not Likely to be Effective
Curriculum	<p>Teach behaviors in the context of routines</p> <p>Provide opportunities to replicate familiar behaviors and routines in new contexts</p> <p>Provide high interest materials and hands-on learning activities with a high degree of choice and self-initiation opportunities</p>	<p>Skill and drill activities isolated from typical routines</p> <p>Curriculum emphasizing early mastery of pre-reading skills and paper-pencil math computation</p>
Teaching Strategies	<p>Positive non-intrusive adult support that allows child exploratory behaviors and replication of routines and themes</p> <p>Provide toys and objects that can be linked into sequences</p> <p>Assure environments that are neither too sensory stimulating nor too sensory deprived</p> <p>Teach behaviors by modeling in the situation, i.e., "We do xxx now." (Demonstrate, request copying.)</p>	<p>Information delivered in lecture format</p> <p>Lack of materials to facilitate exploration of object properties and sequences</p> <p>Environments that are too stimulating or too sensory deprived</p> <p>Environments with many rules for acceptable behaviors</p> <p>Teach logic of rules to this non-logical student</p> <p>Teach rules in the abstract, outside of situations</p>
Behavior Support	<p>Opportunities to feel safe, secure and relaxed with a parent or student-accepted parent substitute who balances the teaching of rule-following within routines and the self-selection of activities.</p> <p>Adult reading of student behavior to determine communicative intent is required. Beginning skills should be taught such as First/Then and If /Then contingencies. E.g., "If you finish this, you can play the game next."</p> <p>Teach acceptable behavior (e.g., shape, model and cue)</p> <p>Use environmental structure and routines to elicit desirable behaviors</p>	<p>Appeals to logic and perspective taking</p> <p>Focusing on punishment for rule-breaking rather than on teaching an acceptable behavior</p> <p>Reinforcement that is not frequent or immediately after the desired behavior</p> <p>Rewards not desired by the student</p>

Fantasizer (approximate 4-7 yrs. Cognitive style)

	Likely to be Effective	Not Likely to be Effective
Curriculum	<p>Teach behaviors in the context of routines</p> <p>Provide opportunities to replicate familiar behaviors and routines in new contexts</p> <p>Provide high interest materials and hands-on learning activities with a high degree of choice and self-initiation opportunities</p>	<p>Skill and drill activities isolated from typical routines</p> <p>Curriculum emphasizing learning without hands-on activities</p>
Teaching Strategies	<p>Positive adult support that continues to support student exploratory behaviors and replication of routines and themes.</p> <p>Provide toys and objects that can be linked into sequences</p> <p>Assure environments that are neither too sensory stimulating nor too sensory deprived</p> <p>Teach behaviors appropriate to a specific situation, i.e., "The Rule Is... we do xxx in this situation,"</p> <p>Begin to ask "why" and prediction questions to check for understanding.</p>	<p>Information delivered in lecture format</p> <p>Lack of materials to facilitate exploration of object properties and sequences</p> <p>Environments that are too stimulating or too sensory deprived</p> <p>Environments with many rules for acceptable behaviors</p> <p>Requiring the student to understand the logic of rules when he/she is prelogical</p>
Behavior Support	<p>Opportunities to feel safe, secure and relaxed with a student-accepted parent substitute who balances the teaching of rule-following within routines and self-selected choosing of activities</p> <p>Adult reading of student behavior for communicative intent is required. Actively teach First/Then task completion and how to negotiation in this context.</p> <p>Emphasis on teaching acceptable behavior, not punishing non-compliance (e.g., shape behavior by reinforcing approximations, model desired behaviors, and cue student to do the behavior NOW.)</p> <p>Model linking cause/ effect to aid understanding of consequences.</p>	<p>Appeals to logic and perspective taking</p> <p>Focusing on punishment for rule-breaking rather than on teaching an acceptable behavior</p> <p>Reinforcement that is not frequent or desired by the student.</p> <p>Reinforcement without considering variety or giving reinforcers only at a time-distance from the desired behavior</p>

Beginning Logical Thinker I (7-11 yrs. Cognitive Style)

	Likely to be Effective	Not Likely to be Effective
Curriculum	<p>Curriculum made personally relevant to the students' life experiences</p> <p>Continuous and frequent feedback on competencies attained and mastery achieved which is communicated to the student AND family</p>	<p>Emphasis on rote learning without beginning critical thinking opportunities that provide the student experiences in considering multiple variables in the reasoning process</p> <p>Rote learning not specifically made personally relevant to the student and his/her life experiences</p> <p>Mastery/competence information provided infrequently</p>
Teaching Strategies	<p>Discussion, dialogues, projects, simulations, critical essays, projects and other "multiple output opportunities" to demonstrate understanding and provide interaction opportunities with peers and adults</p> <p>Frequent mutually satisfying interactions between the student and teacher</p> <p>Structured environment with on-going teaching and support for students' mastering task organization (e.g., time, space, materials)</p>	<p>Lecture/read/regurgitate approaches without opportunities for collaborative work or discussions or critical essays and project opportunities</p> <p>Lack of opportunities for personally satisfying interactions with the teacher</p> <p>Lack of teaching task organization and plan sequencing</p> <p>Lack of environment structuring</p>
Behavior Support	<p>Continuous positive feedback on behavior mastery to student AND family</p> <p>Explaining the "fairness" of rules. "Fairness is everyone getting what they need, not fairness is everyone getting the same thing."</p> <p>Involving students' in problem-solving processes when difficulties are present</p> <p>Interspersing less-desired with personally-desired activities, as well as: Beginning attempts to induce insight and self understanding, beginning appeals to logic and higher order concepts</p>	<p>Excessive reliance on intrusive reinforcers</p> <p>No reliance on self-understanding techniques, nor student involvement in problem-solving and perspective taking,</p> <p>Infrequent positive feedback to student AND family</p> <p>Lack of rotation between desired/less desired activities</p>

Logical Thinker II (11 years and older)

	Likely to be Effective	Not Likely to be Effective
Curriculum	<p>Opportunities to use critical thinking skills across subject areas with an emphasis on the student's individual interests and talents</p> <p>Opportunities for reflection, to think about the thinking processes of oneself and others</p>	<p>Emphasis on rote learning without critical thinking opportunities that provide the student experiences in considering multiple variables in the reasoning process</p>
Teaching Strategies	<p>Discussion, dialogues, simulations, critical essays, other multiple output opportunities to demonstrate understanding of concepts taught</p>	<p>Lecture/read/regurgitate approaches without opportunities for collaborative work or discussions or critical essays and project opportunities to provide personal reflection on what was learned</p>
Behavior Support	<p>Eliciting intrinsic reinforcement, yet providing other reinforcers intermittently</p> <p>Providing logical consequences with problem solving with a mentor oriented adult when problems have occurred.</p> <p>Shared controls: allowing student to work with adult to determine necessary supports</p> <p>Continuous activities to induce insight and self understanding about the learning style and strengths of the student, what typically goes well, and what typically requires supports</p> <p>Appealing to logic and higher order concepts</p>	<p>Excessive reliance on intrusive reinforcers</p> <p>No reliance on self-understanding techniques</p> <p>No "partnerships" with a caring mentor</p> <p>No logical consequences and problem-solving, focusing on punishment</p>

SECTION 8:

SPEECH

Speech

Apraxia

Expressive Language

Receptive Language

Pragmatics

Articulation

Don't Stop Speech Therapy

By Lisa Graziano

Last year's conference highlighted what I consider a breakthrough for parents whose kids have speech difficulties - speech apraxia. Unfortunately, at this year's conference most of the young families in attendance did not hear the presentation about this apparently quite prevalent disorder among people with PWS. Therefore they may not be aware of the specific therapeutic interventions necessary to treat speech apraxia.

A speech therapist at a large meeting I attended about PWS advised one mother that she could probably terminate her child's speech therapy and begin again in another year or year and a half. I was very concerned. This is a young child whose speech patterns are being formed and habituated, where receptive (understood) language may well exceed expressive (spoken) language therefore making the child more prone to becoming frustrated at not being able to express him/herself.

I wish I had heard a response such as, "If you have concerns about your child's progress, talk with your speech pathologist, find out what his/her treatment plan and goals are, and discuss what he/she sees as your child's progress. If you're not satisfied, consult with another professional who can recommend a different treatment approach or determine whether it is indeed in your child's and your best interest to take a break from therapy for some period of time." No person who has never seen a child should override a treating professional by dispensing specific treatment advice.

If you are not sure whether a therapeutic intervention you're doing day after day, week after week, month after month is effective, talk to your treating professional and express your concerns and get a second opinion. So much progress is made in the groundwork that isn't seen until much later, and this is especially true for speech therapy.

Might your child have speech apraxia? The following information might help you begin to make that determination.

What is speech apraxia?

The following information is quoted from the Apraxia-Kids website (www.apraxia-kids.org), a wonderful Internet resource sponsored by the Childhood Apraxia of Speech Association of North America (www.Apraxia.org).

- Apraxia of Speech is considered a motor speech disorder. A child with apraxia of speech has difficulty sequencing the motor movements necessary for volitional speech [and therefore has difficulty] executing speech

movements. Apraxia of speech is a specific speech disorder.

- A true developmental delay of speech is when the child is following the 'typical' path of childhood speech development, albeit at a rate slower than normal. Sometimes this rate is commensurate with cognitive skills. In typical speech/language development, the child's receptive and expressive skills are pretty much moving together. What is generally seen in a child with apraxia of speech is a wide gap between their receptive language abilities and expressive abilities.
- In other words, the child's ability to understand language (receptive ability) is broadly within normal limits, but his/her expressive speech is seriously deficient, absent, or severely unclear. This is an important factor and one indicator that the child may be experiencing more than 'delayed' speech and should be evaluated for the presence of a speech disorder such as apraxia. However, certain language disorders may also cause a similar pattern in a child.

Apraxia indicators

Clues that your child might have apraxia of speech are:

- Inconsistencies in articulation performance - may be produced several different ways
- Errors include substitutions, omissions, additions and repetitions, frequently includes simplification of word forms. Tendency for omissions in initial position. Tendency to centralize vowels to a "schwa."
- Number of errors increases as length of word/phrase increases.
- Well rehearsed, "automatic" speech is easiest to produce, "on demand" speech most difficult.
- Receptive language skills are usually significantly better than expressive skills.
- Rate, rhythm and stress of speech are disruptive, some groping for placement may be noted.
- Generally good control of pitch and loudness, limited inflectional range for speaking.
- Age-appropriate voice quality

SECTION 9:

ASSISTIVE TECHNOLOGY

What You Should Know About Assistive Technology

Assistive Technology includes both devices and services.

- An assistive technology device is any item that directly assists an individual with a disability to increase, maintain, or improve their capabilities.
- An assistive technology service is any service that directly assists an individual with a disability in the selection, acquisition, or use of an assistive technology device.

What Should the School Be Doing?

The potential of assistive technology for children with disabilities has been recognized by the Federal government in the reauthorization of IDEA (Individuals with Disabilities Education Act), which mandates that assistive technology be considered for each child with a disability. AT services and devices are included with an "assistive technology device" defined as

"...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."

What are some examples of AT in education?

AT can facilitate access to standard curriculum and increase participation. For instance, a non-verbal Kindergarten student can be the "caller" for a game of Red Light/Green Light by using a talking switch. A student who can comprehend history at the 9th grade level but can only read at the 3rd grade level finds access to the textbook with the help of a computer that scans and reads text. A child with extreme dyslexia can use an AlphaSmart keyboard device to take notes. A similar child could alternatively get copies of notes from other students, using NCR paper. AT can be a book stand, a talking calculator, or a larger computer monitor. A teacher with vocal cord strain might use a voice amplifier. A one-handed typist could use a reconfigured keyboard.

How do you know what will work?

Current and accurate information about AT is often hard to find in many communities. While the Internet provides a host of connections, a person often needs to try something to determine if it's effective.

When Is AT Required?

IDEA states that "assistive technology devices and services" must be provided by school districts to eligible children if necessary to ensure the provision of a free appropriate public education. IEP teams in school districts across the country are struggling to appropriately consider each student's need for assistive technology. Assistive Technology should be considered if its use will help the student perform a skill (read, write, communicate, etc.) more easily or efficiently, in the least restrictive environment or with less personal assistance.

SECTION 10:

ADAPTED PHYSICAL EDUCATION (APE)

Adapted Physical Education

Adapted Physical Education is the art and science of developing, implementing, and monitoring a carefully designed physical education instructional program for a learner with a disability. The service is based on a comprehensive assessment, to give the learner the skills necessary for a lifetime of rich leisure, recreation, and sport experiences to enhance physical fitness and wellness. APE centers on modifying activities that make participation more safe and successful as well as working to improve the students strengths and areas of delay while being understanding of the contraindications of their disability.

When designing services to meet the needs of a child the first step is to find out what they can and can not do. Then, it would be necessary to look at what skills will be the final goal (Running, jumping, throwing, kicking) Once these are identified goals will be created to start moving the student forward from their current level of proficiency to the next level in order to achieve the final goal. Please note that the number of steps you may need to take can be short or lengthy depending on where the student starts. An example of this is if you have a student who can only throw a ball underhand it may take 20 steps to move that student to throwing proficiently overhand a minimum of 20 feet.

SECTION 10:

ADAPTED PHYSICAL EDUCATION (APE)

Adapted Physical Education

Adapted Physical Education is the art and science of developing, implementing, and monitoring a carefully designed physical education instructional program for a learner with a disability. The service is based on a comprehensive assessment, to give the learner the skills necessary for a lifetime of rich leisure, recreation, and sport experiences to enhance physical fitness and wellness. APE centers on modifying activities that make participation more safe and successful as well as working to improve the students strengths and areas of delay while being understanding of the contraindications of their disability.

When designing services to meet the needs of a child the first step is to find out what they can and can not do. Then, it would be necessary to look at what skills will be the final goal (Running, jumping, throwing, kicking) Once these are identified goals will be created to start moving the student forward from their current level of proficiency to the next level in order to achieve the final goal. Please note that the number of steps you may need to take can be short or lengthy depending on where the student starts. An example of this is if you have a student who can only throw a ball underhand it may take 20 steps to move that student to throwing proficiently overhand a minimum of 20 feet.

ADAPTED PHYSICAL EDUCATION REFERRAL FORM

Student Name			
Student Grade		Age:	
Student Birth Date			
Full Name of Referring Person			
E-mail			
Phone Number			
Referring School	Elementary Schools	High Schools	
Date of Referral			

Check all that apply, Student is having difficulty with:

<input type="checkbox"/>	Running	<input type="checkbox"/>	Demonstrates difficulty climbing playground equipment
<input type="checkbox"/>	Galloping- Lead foot stay forward of trailing foot	<input type="checkbox"/>	Hand Dribbling a ball-not a slap
<input type="checkbox"/>	Hopping-one foot	<input type="checkbox"/>	Catching a ball-with hand only
<input type="checkbox"/>	Leaping-from one foot to opposite foot	<input type="checkbox"/>	Kicking a ball
<input type="checkbox"/>	Jumping-two feet takeoff and two foot landing	<input type="checkbox"/>	Throwing ball overhand
<input type="checkbox"/>	Sliding-no foot crossing	<input type="checkbox"/>	Rolling a ball Underhand
<input type="checkbox"/>	Jumping Jack	<input type="checkbox"/>	Demonstrates poor balance-stationary
<input type="checkbox"/>	Does not like to participate in group recreational activities (recess)	<input type="checkbox"/>	Demonstrates poor balance-moving
<input type="checkbox"/>	Demonstrates difficulty in organized physical education activities	<input type="checkbox"/>	Unable to substance jog for over 30 second

Other Comments (if necessary)

When Form is completed please do one of the following

Send as an attachment via e-mail to the APE specialist listed bellow

1. File
2. Save & Send
3. Mail Recipient (As attachment)

SECTION 11:

OCCUPATIONAL THERAPY



Living Life To Its Fullest™

Last Updated: 5/13/2009

What Parents Need to Know About School-Based Occupational Therapy

Ashley Opp Hofmann

When a school informs parents that it recommends occupational therapy for their child, parents tend to have a lot of questions. Their first question?

What *is* occupational therapy?

Occupational therapy is a health profession in which therapists and therapy assistants help individuals to do and engage in the specific activities that make up daily life. For children and youth in schools, occupational therapy works to ensure that a student can participate in the full breadth of school activities—from paying attention in class; concentrating on the task at hand; holding a pencil, musical instrument, or book in the easiest way; or just behaving appropriately in class.



Occupational therapists and occupational therapy assistants help students perform particular tasks necessary for participation or learning. "The whole purpose of school-based occupational therapy is to help kids succeed," says pediatric occupational therapist Leslie Jackson. Occupational therapy practitioners don't just focus on the specific problem that a child's disability may present; rather, they look at the whole child and tackle individual tasks, helping students find ways to do the things they need and want to do.

Usually, occupational therapy is provided to students with disabilities. But occupational therapy can be made available to other children who are having specific problems in school. Occupational therapy practitioners also work to provide consultation to teachers about how classroom design affects attention, why particular children behave inappropriately at certain times, and where best to seat a child based on his or her learning style or other needs. Occupational therapy may be recommended for an individual student for reasons that might be affecting his or learning or behavior, such as motor skills, cognitive processing, visual or perceptual problems, mental health concerns, difficulties staying on task, disorganization, or inappropriate sensory responses.

A common manifestation of difficulties in school involves handwriting, in many cases because this is a key "occupation" that students must master to succeed in school. A teacher might notice that a student cannot write legibly or has serious problems in other motor tasks. The occupational therapy practitioner can work with the teacher to evaluate the child to identify the underlying problems that may be contributing to handwriting difficulty. The occupational therapy practitioner looks at the child's skills and other problems (including behavior), in addition to his or her visual, sensory, and physical capabilities. They also take into account the school, home, and classroom environments to find ways to improve the handwriting or to identify ways the child can compensate, such as using a computer.

Accessing school-based occupational therapy is fairly straightforward, but it is the school team who makes the decision of whether or not a student requires occupational therapy. Not every student needs occupational therapy, even if the student has a disability. Those who do may have problems that the teacher can address after consulting with an occupational therapy practitioner and modifying their teaching technique or the environment for the entire class.

The education team could recommend one-on-one services. Usually these services are integrated as much as possible into the child's routine to promote better integration of skills.

Students with disabilities have been able to receive occupational therapy at school since the 1975 passage of the Individuals with Disabilities Education Act (IDEA), which served as the original impetus for school-based occupational therapy. The law stipulates that students with disabilities must have access to the occupational therapy if they need it to benefit from special education. In 2001, Congress passed the No Child Left Behind (NCLB) Act which requires schools to improve the academic achievement of all students, including those with disabilities. In 2004, the reauthorization of IDEA extended the availability of occupational therapy services to all students, not just those with disabilities, in order to fully participate in school.

Parents, though, have a lot of the responsibility when it comes to their child's success in school, and their involvement becomes doubly important when an occupational therapy practitioner enters the picture. First,

School Tips for Parents: Academic Success & Social Participation

Occupational therapy can help students succeed in academic performance and social participation. Occupational therapy practitioners use their unique expertise to help children with and without disabilities be prepared for and perform important learning and school-related activities to fulfill their roles as students. In the school setting, occupational therapy practitioners support academic and non-academic outcomes, including social skills, math, reading, writing, recess, participation in sports, self-help skills, prevocational or vocational participation, and more. They are particularly skilled in facilitating access to curricular and extra-curricular activities for all students through support, design planning, promoting healthy routines, and other methods. The goal is for students to build upon their strengths while developing academic and social skills necessary for future independent living.

Tips for Academic Success

- Establish a homework buddy system with another student in the same class to promote good study habits and monitor missed work due to absences.
- Monitor the amount, intensity, and length of time that completing homework requires to assess stress levels and maintain a healthy balance of schoolwork and leisure time.
- Consider your child's posture and position when using homework tools such as backpacks, computer stations, classroom materials, and desks. Refer to "Backpack Strategies for Parents and Students" to analyze weight, size, and high for proper fit.
- If sensory components inherent within school environments such as lighting, smells, and sounds affect your child's school performance, consult an occupational therapy practitioner.
- Help your child develop self advocacy skills necessary for independence by encouraging him or her to ask questions and express his or her needs in school.

Tips for Social Participation

- Participate in community resources such as PTA, school-sponsored activities, and recreational facilities that strengthen your child's sense of belonging and build friendships.
- Communicate regularly with educators, administrators, paraeducators, and other support staff to share feedback. Keep a journal or log to organize your ideas while monitoring your child's progress.
- Identify and build on the strengths and abilities of your child as well as the family as a whole by incorporating individual and shared activities that are both achievable and realistic.
- Promote extracurricular activities that interest your child and use his or her strengths.
- Provide leadership opportunities for your child that make a notable contribution such as completing chores for neighbors or reading to a younger student.
- Ask for help when needed. The school team is ready to listen and will answer your questions.
- Model positive behavior by listening to your child's concerns, demonstrating problem solving, and making healthy lifestyle choices for you and your child.
- Monitor your child's habits and routines in sleep, diet, and activity. Note any significant changes, and share this information as appropriate with school medical professionals.

Occupational therapy is a science-driven, evidence-based profession that enables people of all ages to live life to its fullest by helping them promote health and prevent—or live better with—illness, injury, or disability.

AOTA® The American
Occupational Therapy
Association, Inc.

SECTION 12:

GOALS

Goals

Measurable IEP Goals

Federal law, IDEA 2004: Sec. 300.320 Under Definition of Individualized Education Program:, requires that the IEP include:

(2)(i) A statement of measurable annual goals, including academic and functional goals designed to--

(A) Meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum; and

(B) Meet each of the child's other educational needs that result from the child's disability;

(ii) For children with disabilities who take alternate assessments aligned to alternate achievement standards, a description of benchmarks or short-term objectives;

(3) A description of--

(i) How the child's progress toward meeting the annual goals described in paragraph (2) of this section will be measured; and

(ii) When periodic reports on the progress the child is making toward meeting the annual goals.

(In California our special education state law requires written progress reports to be submitted to parents at least as often as report cards or progress reports for students without disabilities.)

Previous goals should be reviewed at annual IEP meetings and included and numbered into the IEP document.

When drafting goals for an IEP it is important to remember that the team should go back and look at current present levels of performance, past goals, and input from the IEP team members. New goals developed at the IEP should also be included and numbered into the IEP document.





Progress Reports

Students with IEP's must receive progress updates as often as general education students.

This means that if a school site sends out progress reports before report cards then our special education teachers need to send out progress towards goals and progress in class (if applicable) just as often.

It would not be acceptable to wait until a student's IEP and only give progress updates at the IEP.



Individual Transition Plan T.1

A transition plan must be a part of the IEP and in place before the student's 16th birthday (or younger if appropriate).

Goals and Outcomes - ITP page 1:

2nd box from top... A measurable post-secondary goal (MPSG) (CASEMIS requirement) is required in both **education/training** and **employment**. Complete the associated text box with student's desired goal/vision in both areas. A MPSG is optional in independent living skills and more than one in any area may be written. All MPSG's should be based on student's desire, interest and strengths.

An annual goal (on the goal page) should be written to support the student's expressed post-school goals. For each post secondary goal there must an annual goal(s) included in the IEP that will help the student make progress towards the stated postsecondary goal.

How to write a MPSG:

Begin with:

- 1 Upon receiving a diploma...
- 1 Upon graduation with a diploma...
- 1 Upon reaching maximum age

Use results-oriented terms such as:

- 1 Enrolled in
- 1 Work
- 1 Live independently

(Plans to . . . will not meet compliance)

Use descriptors such as:

- 1 Full time
- 1 Part time

Example (Education MPSG) – Upon receiving a high school diploma, I/John will enroll in courses at a four year college.

Example (Training MPSG) – Upon graduation from high school, I/Jason will successfully complete welding courses at Central Piedmont Community College to attain the Entry Level Welding Certificate.

Example (Employment MPSG) - Upon graduation from high school, I/Stephanie will ride the bus each work day to my job with Marriott Food Services.

Additional Functional Present Levels of Performance Related to Transition:

- Work Experience would include any paid or volunteer job or skills development that occurred in class, at home, in the community or at a job or training site.
- Recreation and Leisure would include any activity or event the student participates in out in the community, in the home environment or in the school setting.
- Home/Independent Living would include any functional daily living tasks that the student completes at home, at school or in the community.
- Community Participation would include any activities such as club or church involvement, participation in any school or community events and family social activities such as going to the movies, farmer's market, etc.
- Post secondary training and learning could include exploring an 18-22 year old program, Regional Occupational Program, community college certificate or skill building, Job Corps, Worknet, Department of Rehabilitation, etc.
- Agency Services should include any agency the student currently receives services from or any agency that a student has been established as eligible for an even if the student is not currently accessing services.

Transition Service Needs (Courses of Study) Beginning at age 16 or younger and updated annually:

How will prescribed course of study move student towards stated goals/vision?

Response should link goals and vision from box 2 to courses listed below. Example: Johnny would like to live independently with support and his course of study will help him to learn to cook and learn kitchen safely and do his own laundry and shopping.

Course of Study based on student's goals and levels of functioning: (from example above)

functional cooking class functional daily living class.

Long Range educational planning: Example – explore or consider any of the following options: 18-22 year old program, community college, 4 year college, Regional Occupation Programs, etc.

Community Activities – List any activity student is currently involved in and suggest student explore any activity that would benefit movement towards post school goals.

Needed Transition Services:

How will the IEP goals and activities result in student's progress towards stated goal/vision including education? Example: Johnny's annual goals and activities will provide him the opportunity to learn the skills needed to be independent.

Activities:

Instruction Outcomes

- The student is required to complete classes or functional instruction, participate in the general curriculum and to gain needed skills.
- If goals are written to address this, please check the addressed in IEP goals and objectives box.

Community Experience Outcomes:

- Examples of community experiences could include community-based instruction or work experience; training on how to explore a community, bank, shop or travel; and instruction in where to find counseling services and recreational activities.
- If goals are written to address this, please check the addressed in IEP goals and objectives box.

Employment and other Post Secondary Adult Living Objectives Outcomes:

- These may include activities that give the student the opportunity to find out what is possible and prepare for post-school vocational training or college or for competitive or supported employment after high school or aging out.
- If goals are written to address this, please check the addressed in IEP goals and objectives box.

Related Services Outcomes:

- The student may need services from other service providers in order to achieve his or her educational goals, such as speech therapy, occupational therapy, career guidance, transportation, or counseling to assist the student's transition into adulthood.
- If goals are written to address this, please check the addressed in IEP goals and objectives box.

If appropriate: Daily Living Skills

- The student may require practice in performing activities that adults do every day, such as preparing meals, shopping, budgeting, maintaining a home, paying bills and grooming.
- If goals are written to address this, please check the addressed in IEP goals and objectives box.

Functional vocational screening:

- This evaluation provides an assessment process that offers practical information about job or career interests, aptitudes, and skills. Information may be gathered through situational assessment, observation or formal measures.
- If goals are written to address this, please check the addressed in IEP goals and objectives box.

Educational Benefit Reminder: Is the transition plan developed in accordance with the student's post-school preferences, interests and goals? Are all areas of transition needs clearly specified, with corresponding annual measurable goals and activities, responsible persons/agencies identified as appropriate? Are the transition activities and services specifically designed to prepare the student for employment and independent living?

SECTION 13:

TRANSPORTATION

Transportation

Transportation is an IEP Teams decision based on the individual needs of a student. When looking at transportation for students three considerations should be looked at:

1. No transportation is needed

The IEP team should consider the disability of the child and how this may/may not affect transporting to and from school. The IEP team can conclude that no transportation is needed at this time.

2. Point to point transportation

This mode of transportation has been set up for students who can handle a central location for pick up and drop off. Generally, students who have been moved from their home school campus have been given transportation based on a point to point system. This means that transportation will look at each grouping of students and determine a bus stop that may or may not be at the home of a child. A group of students will then be picked up at one time and then dropped off at a single location. (This is more in line with what we currently do with our General Ed. students) Once this has been established through the IEP process, then a request will be sent to Yvonne Rodrigues in Special Education. She will document what will be needed for the student and make a referral to the Transportation department. A bus should be routed to the student's home within 5 business days.

3. Curb to curb transportation

This is the same as it has been in past years. Students must demonstrate a need for curb to curb transportation based on their specific disability through the IEP process. Once this has been established through the IEP process, then a request will be sent to Yvonne Rodrigues in Special Education. She will document what will be needed for the student and make a referral to the Transportation department. A bus should be routed to the student's home within 5 business days.

Questions to consider at the IEP:

How does the student's disability factor into the student not being able to get to school like all other general ed. students?

Are there specific health or safety concerns that need to be considered for this child?

As part of a Free appropriate Public Education we look at what would be the Least Restrictive Environment in an effort to keep students with their same age peers. Would providing transportation be a more restrictive environment and take away these opportunities?



The Student Who Has Prader-Willi Syndrome Information for Transportation Personnel

(Compiled by Barb Dorn, Consultant on PWS)

We all want a positive, successful educational experience for every student as they return to school. The ride to/from school often sets the tone for the student's attitude and outcome for a positive day. Transportation personnel are a very important part of the education team. The purpose of this handout is to help transportation personnel gain an understanding of Prader-Willi syndrome and help him/her understand what steps may help to make this a safe, enjoyable experience for everyone.

What is Prader-Willi Syndrome (PWS)?

PWS is a complex developmental disability that results from a defect on the 15th chromosome. Because of an abnormality in the area of the brain called the hypothalamus, these students face challenges in learning, behavior and controlling their appetite. The message of fullness never reaches their brain and they are always hungry. The intensity of their food drive can vary but all students require support and understanding if/when they attempt to seek food. "Food security" must be provided during the times when these students are being transported to and from school.

Why Does this Student Qualify for Transportation Services?

Many students with PWS have a cognitive impairment and may lack good judgment in making safe decisions in crossing the street and walking to school. In some cases, they may need transportation services to keep them safe so they do not seek food on their way to school. They may take food from garbage cans; steal food and/or money at stores along the way; and eat their lunch before arriving at the school building. Overeating – especially binge eating can result in choking and other very serious health situations. They also face behavioral challenges and can be easily targeted by other students. They are often a target for bullies who get enjoyment out of having these students eat large quantities of food. Students with PWS may also become angry and upset with adults who may be trying to help them and keep them healthy and safe. At times, when it comes to food issues, they are often irrational and have difficulty listening to rational explanations.

What Can Transportation Personnel Do to Assist the Student with PWS?

Get to know this student; become their friend. Your attitude, understanding and acceptance are so helpful. You may be asked to store his/her lunch with you during the ride to school. You can provide assurance that you will keep it "safe" until the arrival at the school building. Ask school personnel to assist you in educating other students about a "no trading or sharing of food" – especially on the bus. It is often helpful to assign a seat in the front row or close to the driver so you can keep an eye on things during the ride. Having a friendly conversation is often helpful in providing diversion for other food that may be present. If this seems too overwhelming for the student, please communicate this to the parent and/or education staff. There have been times when the student with PWS has requested to stop to use a bathroom on the way to school. (This has occurred when a smaller transportation service is used). During these stops, the student accessed and stole food. The situation was stopped with a "no stop" rule and making sure that this need was taken care of before using transportation services.

What Do I Do If the Student Steals Others' Food, Money or Becomes Upset?

Don't be confrontational; turn the matter over to the teacher or parent. Typically, these students need supervision from the bus to the building. However, not all students have the same intensity in food seeking so this may vary. If you notice that the student is wandering, pushing or starting to get upset, it is often helpful to direct them to "stay in their seat", or "keep their hands to themselves" and/or "take some deep breaths and close their eyes". Communicate the behavior you want to see. Using the word "don't" is not always helpful. When they are becoming upset, it can be hard for them to take a "don't statement" and turn it in to a "do action". Some students with PWS require extra help and supervision on the ride to school so don't be afraid to communicate this.

Transportation personnel are an important part of the educational team that helps support the student with PWS. If you have questions about any of the behaviors you see or how to handle any situations, feel free to ask the educator or parent.

SECTION 14:

EXTENDED SCHOOL YEAR (ESY)

WHAT EXTENDED SCHOOL YEAR IS AND IS NOT

Extended School Year (ESY) is:

- Based only on the individual student's specific critical skills that are critical to his /her overall education progress as determined by the IEP team
- Designed to maintain student mastery of critical skills and objectives represented on the IEP and achieved during the regular school year
- Designed to maintain a reasonable readiness to begin the next year
- Focused on specific critical skills where regression, due to extended time off, may occur
- Based on multi-criteria and not solely on regression
- Considered as a strategy for minimizing the regression of skill, in order to shorten the time required to gain the same level of skill proficiency that the child exited with at the end of the school year

Extended School Year (ESY) is not:

- It is not a mandated 12-month service for all students with disabilities
- It is not required to function as a respite care service
- It is not funded by General Fund
- It is not required or intended to maximize educational opportunities for any student with disabilities
- It is not necessary to continue instruction on all the previous year's IEP goals during the ESY period
- It is not compulsory. Participation in the program is discretionary with the parents, who may choose to refuse the ESY service. There may be personal and family concerns that take precedence over ESY
- It is not required solely when a child fails to achieve IEP goals and objectives during the school year
- It should not be considered in order to help students with disabilities advance in relation to their peers
- It is not for those students who exhibit random regression solely related to transitional life situation or medical problems which result in degeneration
- It is not subject to the same LRE environment considerations as during the regular school year as the same LRE options are not available. Additionally, LRE for some students may be home with family members
- It is not a summer recreation program for students with disabilities
- It is not to provide a child with education beyond that which is prescribed his/her IEP goals and objectives

Adapted from www.slc.sevier.org 2003

GUIDELINES

Pursuant to Section 300.309 of Title 34 of the Code of Federal Regulations, extended school year services (ESY) shall be included in the IEP and provided to the pupil if the IEP team determines, on an individual basis, the services are necessary for the provision of a free appropriate public education (FAPE).

The need for Extended School Year ("ESY") programming must be considered and documented annually on the IEP for every student receiving special education services. The need for ESY programming may be addressed at any IEP meeting. The IEP meeting addressing ESY should take place a reasonable time prior to the commencement of the extended break.

Determination of ESY Eligibility and Programming

ESY programming must be provided to eligible students at no additional cost to parents. The IEP team shall determine the need for ESY eligibility and programming considering the following factors:

Nature and severity of the disability The more severe the disability, the higher the probability that the student will need ESY services.

Current IEP goals and objectives If progress on meeting these goals has been very slow, the student may need ESY services to continue to make progress in support of FAPE.

Emerging skills and breakthrough opportunities If a student is just beginning to communicate or accomplish self-care skills a temporary break may cause a setback.

Interfering behaviors Behavior may have an impact of student's ability to make educational progress.

To prevent serious regression during an extended break The Worksheet for Determining Extended School Year Programming may be used along with the regression/recoupment data collection sheet. If the student has continued to progress educationally from year to year despite the lack of ESY programming, ESY may not be necessary to ensure FAPE. Additionally however, there does not need to be a pattern of regression previously but team needs to consider whether there is a likelihood of regression based on knowledge of student.(see attachment A & B).

Rare and unusual circumstances ESY services are more likely to be necessary for students who have been absent for extended periods of time or for students moving from restrictive placements to inclusive programs. If ESY programming is recommended, then the IEP team shall a) identify the specific goals that are to be addressed, and b) include the specific nature of the program and services on the IEP, including the, frequency, duration and location.

Definition: Regression/Recoupment

All students experience some regression and loss over an extended break. In most instances these skills are re-mastered (recouped) within a reasonably short period of time. However, some special needs students have disabilities which are likely to continue indefinitely or for a prolonged period, and interruption of the student's educational programming may cause regression, when coupled with limited recoupment capacity, rendering it impossible or unlikely that the pupil will attain the level of self-sufficiency and independence that would otherwise be expected in view of his or her disabling condition. However, the lack of clear evidence of such factors may not be used to deny a student an ESY program if the team determines the need for ESY programming. Thus, when a student experiences more than minimal regression and he/she is not able to recoup skills within a short period of time the provision of a free appropriate public education means that instruction and/or related services must also be provided during an extended break.

Definition: Extended Break

Extended break means a period of time when school is not in session such as summer break, school holidays and when school is off-track or on intersession.

Definition: Extended School Year Programming

ESY services are special education and related services that are tailored to each student to help him or her meet specific goals in his/her IEP to support the delivery of FAPE for the individual student as appropriate.

Procedural Guidelines doc 07/08 (GBD)

EXTENDED SCHOOL YEAR

Extended School Year (ESY) services are special education and related services that are required by an individual student beyond the 180-day school term/year. The services provided must be consistent with the student's individual education program so that the student will receive a free appropriate public education (FAPE). "Extended School" year services shall be provided for each individual with exceptional needs, who has unique needs and requires special education and related services in excess of the regular academic year. Such individuals shall have handicaps which are likely to continue indefinitely or for prolonged periods, and interruption of the pupil's educational programming may cause regression, when coupled with limited recoupment capacity, rendering it impossible or unlikely that the pupil will attain the level of self-sufficiency and independence that would otherwise be expected in view of his or her handicapping condition. The lack of clear evidence of such factor may not be used to deny an individual an extended year program if the individualized education program (IEP) team determines the need for such a program and included extended year in the individual program pursuant to subsection (f)." (CCR-Title 5, Division 1, Chapter 3, section 3043).

The key issues for ESY focus on regression and recoupment. Although there are no state or federal regulations addressing when a child requires these services, there have been court cases that provide districts with guidance. It is the issues of regression and recoupment that provide a framework upon which to base discussion on the needs of the student.

From a Sixth Circuit court decision {Cordrey v. Euckert [17EHLR 104]}, they noted that **"the school district has no purely custodial duty to provide for handicapped children while similar provision is not made for others. Therefore, begin with the proposition that providing an extended school year is the exception and not the rule..."** Therefore, districts will consider all appropriate factors in determining whether the benefits a student has been credited with during the regular school year would be at significant risk for regression if not provided with ESY.

If the student does not require ESY, the student **could** be considered for regular summer school services offered within the school district (refer to page 4).

When should ESY be recommended?

Since the need for ESY is based on an unacceptable regression or recoupment as demonstrated by the student, there needs to be some discussion on what might be acceptable for most students. There was a study completed by Tilley Cox and Staybrook (1986) that found that most students experience some regression during summer break. Using standardized test, they found the rate of regression for regular education students was 4%. They also found students with mild handicaps, hearing impairments and serious behavior disorders regressed at approximately the same rate as their regular education peers. They found that for students with moderate to severe handicaps, there was an increased rate of regression and a slower rate of recoupment. According to the study, the areas that were most impacted for those students were language, gross motor,

*When considering ESY for any student, the IEP team must consider data collected during the previous year(s) to determine the student's need based on regression and recoupment. After a three month summer break it is reasonable to expect that, after eight weeks of instruction and re-teaching, the student should have regained or recouped last spring's performance levels. It is common that the re-teaching time be equal to the length of the break. If data shows that this is not the case, a regression/recoupment problem may exist.

fine motor and self-help skills. Therefore, it is reasonable for those students with moderate to severe challenges to be considered for an ESY program that would concentrate on skill regression and recovery.

When considering **ESY** for any student, the IEP must consider data collected during the previous year(s) to determine the student's need based on regression and recoupment. This decision should be based on a multi-faceted measurement, although there may be rare instances where the IEP team might consider **ESY** services based on a single criterion. In either case, the IEP team must decide a child's eligibility for **ESY** services based on data collected that reflects his/her regression/recoupment capacity.

ESY services are to be considered to students between the ages of three to twenty one or students who have not graduated from high school with a diploma.

Several districts have year round calendars which would require a timeline for consideration of **ESY** or a comparable program at the end of the student's track year. The timeline for year round would be to call a meeting three months prior to the end of the student's year. **ESY** services would still be provided if the team determines the services are warranted. The district would have to determine the number of days the student would require. Each district would then identify the support provided during intercession. It is important to remember that the number of days recommended for **ESY** is based on student data collected to support student need (CCR 3043, d(1),(1)).

How should ESY eligibility be determined?

The child's individual education program (IEP) plan should be the foundation for determining the need for **ESY**. This can be achieved through ongoing assessment/review of the goals/objectives. The IEP team meets to review the student's progress, considering a variety of measurements to provide a baseline that documents the regression and recoupment rate. Pinkerton (1990) identified four points at which data should be collected regarding student progress: 1) at the end of the school year, 2) at the end of the summer program (if applicable), 3) at the beginning of the next school year, and 4) at the end of the current school year. The assessment must be based on the IEP objectives so that progress can be matched directly to each benchmark outlined and the data can be compared to support evaluation of service effectiveness.

There have been several recent court cases, which help clarify issues of regression/recoupment. In **SS, JD, SS v. Henrico County School Board** (38 IDELR 261, 326 F.3d 560 [4th Cir. 2003]), the Hearing Officer found that **ESY** services "were not for the purpose of achieving goals not met during the school year." In **MM v. School District of Greenville County**, (37 IDELR 183, 303 F.3d 523 [4th Cir. 2002]), the court ruled the "**ESY** services are only necessary to FAPE when the benefits accrued a disabled child during a regular school year will be significantly jeopardized if he is not provided with an educational program during the summer months."

Prior access to, or lack of **ESY**, is not a factor in determining need. Each student should be considered for services based on, but not limited to, the following factors:

Degree of impairment, regression rate for students, rate of progress, behavioral and physical problems, curricular areas which would be adversely impacted, and vocational needs. The severity of the handicap is a primary consideration in determining eligibility for **ESY**. The IEP team should consider the following when discussing **ESY** eligibility:

- Student's age
- Severity of the disability
- Presence of medically diagnosed health impairments
- Attainment of self-sufficiency*

Younger students with medically diagnosed health impairments are more likely to be referred for **ESY** due to degenerative diseases and/or high absenteeism as a result of the health impairment. Additionally, the ability to maintain self-sufficiency skills for our more mentally and physically challenged students will continue to be a key issue in **ESY** eligibility.

Once services are determined as necessary based on data collected and regression/recoupment rate, the IEP team must include a statement that included a description of the services required by the child's IEP in order to receive FAPE.

LEAs are not required to create programs in order to provide **ESY** services. An example would be a student who requires an integrated setting. If the LEA does not provide summer services for non-disabled students, the LEA is not required to create a new program (Tuscaloosa County Board of Education, 35 IDELER 172 [SEA AL 2001]).

What extended school year services should be included in a child's IEP?

The extended school services should concentrate on the areas most impacted by regression and inadequate recoupment. These services may look markedly different in **ESY** as determined by the IEP team. (**The decision is not driven by the setting in which the student is educated during the comprehensive school year**). This may also be true for the amount the duration of services as based on the individual child's needs. Related services must also be considered as they relate to the child's benefiting from special education.

Several court cases have referred to the "availability of alternative resources" when considering **ESY** services. The LEA could consider community programs that are available to students. If there are programs which meet the needs of the student, there must be a discussion regarding whether or not **ESY** would then be required for FAPE. The LEA must be cautious when identifying services provided by community agencies such as a Parks and Recreation program. These outside agencies have no "requirement to maintain the student in their program".

What is the difference between ESY and Summer School?

Summer school classes are not special education, and therefore are not required. Summer school classes are not based upon a child's individual needs and do not require an IEP. Summer school classes are not required in order for a child to receive FAPE which is in contrast with those services provided in **ESY**. In addition, a school district can choose not to provide summer school.

EXTENDED SCHOOL YEAR (ESY) TIMELINE

First 8 weeks of school:

- Collect data and re-teach
- Compare to Spring data to determine if the student recouped his/her skills from previous year (This data should be the basis of the ESY eligibility discussion at the annual IEP)
- Instruction and ongoing data collection
- As soon as a student is found eligible for ESY at the annual review IEP, document the reasons why ESY is recommended on the summary page or on an addendum IEP
- Include data supporting the recommendation for ESY
- Continue instruction and document progress on progress reports

Following the first and second grading period

*For new students or any student for whom you were unable to gather regression/recoupment data during the first 8 weeks of school, review data before and after any break from school (e.g. Thanksgiving, Winter or Spring break) to determine student may have a significant regression/recoupment problem

- Use data collected as the basis for ESY eligibility discussion at the annual review IEP or addendum meeting
- Re-teaching time should equal the length of the break (1 week break = 1 week re-teaching and then retest)
- As soon as students are found eligible for ESY, the reasons for eligibility are documented on the IEP summary sheet or addendum
- Continue instruction and document progress on progress report

Two to three months prior to the end of the school year

- Notify district administrator for students eligible for ESY
 - Be sure to include documentation to support decision
- Continue to teach and gather data for last quarter/trimester of the school year
- If the data indicates the student has a need for ESY, convene an IEP team meeting
 - If the team determines services are warranted, notify the district administrator as explained above

When should ESY Data Collection occur?

- Recommended times for data collection:
 - At the end of regular school year
 - At the end of summer program
 - At the beginning of subsequent school year
 - Before and after school vacations; ongoing collection of information throughout the school year
 - Before/after student has been out of school for other reasons

Adapted from ESY Timeline, www.kvrene.org/resource/esy

SECTION 15:

COMMUNICATION RESOURCES

SECTION 14: COMMUNICATION RESOURCES

Name of Document	Page	Possible Uses
Communication Contacts	3	<ul style="list-style-type: none"> • To discuss who should be communicating with whom. Provides a one-page summary when communication partners need to quickly locate
Contact Log	4	<ul style="list-style-type: none"> • To document communication exchanges
Great News from School	5	<ul style="list-style-type: none"> • A sample, intermittent report used to prompt or maintain desired positive behaviors
Bus Report	6	<ul style="list-style-type: none"> • A simple system for the bus driver to initial a form when the behavior is acceptable, and X when unacceptable (requires student and driver training on what is, and what is not, acceptable)
You Made a Good a Good Choice!	7	<ul style="list-style-type: none"> • A sample intermittent communication report to reinforce positive behavior
Complimentary Report to Parents	8	<ul style="list-style-type: none"> • A sample intermittent communication report to reinforce positive behavior
Daily Progress Reports	9	<ul style="list-style-type: none"> • Sample two-way communication systems to report to parents on acceptable behavior and involve parents in the interventions in a self contained classroom
7 period daily report	10	<ul style="list-style-type: none"> • Sample two-way communication systems to report to parents on acceptable behavior and involve parents in the interventions for middle school and high school students or elementary students with multiple teachers during the day
6 period daily report	12	
Points & Levels Monitoring and Complimenting	14	<ul style="list-style-type: none"> • A sample two-way exchange to report on student behaviors linked to safe, respectful, responsible rule teaching

Communication Contacts

Student Name: _____ DOB: _____

School: _____ Grade: _____

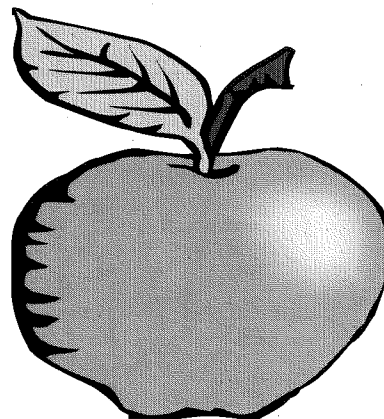
	Contact Person	Contact (Phone/fax/written/e-mail, etc.)	Preferred Contact Method
Student's Case Manager			
Parent/Guardian:			
Group Home:			
Social Worker:			
Physician:			
Therapist:			
Development Disabilities Agency			
Probation:			
School Police:			
Other:			
Other:			
Other:			

Contact Log

STUDENT'S NAME: _____ ID#: _____

<p>Date: _____</p> <p>Spoke With:</p> <p>_____</p> <p>_____</p> <p>Phone:</p> <p>_____</p>	<p>Comments: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Date: _____</p> <p>Spoke With:</p> <p>_____</p> <p>_____</p> <p>Phone:</p> <p>_____</p>	<p>Comments: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Date: _____</p> <p>Spoke With:</p> <p>_____</p> <p>_____</p> <p>Phone:</p> <p>_____</p>	<p>Comments: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Date: _____</p> <p>Spoke With:</p> <p>_____</p> <p>_____</p> <p>Phone:</p> <p>_____</p>	<p>Comments: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

Great News from School



Today's Date: _____

School: _____

Student: _____

Today, _____

It was wonderful to see this and we just wanted to let you know.

Sincerely,

(Signature)

BUS REPORT

Bus driver _____ Bus # _____

Student _____

- Initial signifies acceptable ride
- Not acceptable bus ride receives an X ***
- Five initials = class reward

Week of:	Monday	Tuesday	Wednesday	Thursday	Friday	Comments:

You Made A Good Choice!!

Student's Name:

The Good Choice Was:

Signature _____

Date _____

Complimentary Report to Parents

We are pleased to inform you that _____
(student name)

is demonstrating improved outstanding work in class.

Factors contributing to this success are:

- | | |
|--|---|
| <input type="checkbox"/> Doing classroom work | <input type="checkbox"/> Getting to class on time |
| <input type="checkbox"/> Using time wisely | <input type="checkbox"/> Doing extra credit assignments |
| <input type="checkbox"/> Having a good attitude | <input type="checkbox"/> Showing classroom courtesy |
| <input type="checkbox"/> Coming prepared to work | <input type="checkbox"/> Accepting responsibility |
| <input type="checkbox"/> Other: _____ | |

Comments:

Teacher: _____ Date: _____

✂

Reporte De Buena Conducta Para Los Padres

Nos da mucho gusto informale que su hijo/hija _____
(nombre)

muestra mejoria excelencia en su trabajo clase.

Los factores siguientes han contribuido:

- | | |
|---|---|
| <input type="checkbox"/> Hace el trabajo en clase | <input type="checkbox"/> Llega a tiempo a clase |
| <input type="checkbox"/> Utiliza bien el tiempo | <input type="checkbox"/> Hace tareas adicionales de trabajo |
| <input type="checkbox"/> Tiene buena actitud | <input type="checkbox"/> Respeta las reglas de la clase |
| <input type="checkbox"/> Viene preparado para trabajar en clase | <input type="checkbox"/> Acepta responsabilidad |
| <input type="checkbox"/> Otros comentarios: _____ | |

Maestro(a): _____ Fecha: _____

Daily Progress Report

Name: _____

Teacher: _____ **Date:** _____

Did the student:	YES	NO
Come to class on time?		
Bring Supplies?		
Work Without Disrupting Others in Class?		
Speak Courteously?		
Produce Quality Work?		
Other:		
Total Points:		

Teacher's other comments:

Parent's comments, including how did your son/daughter respond when you discussed this report?

(Teacher Signature/Date)

(Parent Signature/Date)

Daily Period by Period Progress Report (7 Period Day)

Student Name: _____

Today's Date: _____

	Period 1		Period 2		Period 3		Period 4		Period 5		Period 6		Period 7	
	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO
On time to class today?														
All supplies present?														
Curtailed off-topic talking?														
Followed directions?														
Contributed to discussions appropriately?														
Did not physically disturb others?														
Spoke courteously?														
Assignments turned in?														
Quality of work turned in or done in class adequate?														
Other:														
Homework was given today?														
Teacher's Initials														

See back of this form.

Daily Period by Period Progress Report (7 Period Day)

Case Manager overseeing the 7 Period Daily Report:
Case Manager Comments:
Parent Comments:
Parent Information: How did your son/daughter when you reviewed this report together?
Student Comments:
Student Information: How am I doing? What changes in which periods would you like to make?

Daily Period by Period Progress Report (6 Period Day)

Student Name: _____ Today's Date: _____

	Period 1		Period 2		Period 3		Period 4		Period 5		Period 6	
	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO
On time to class today?												
All supplies present?												
Curtailed off-topic talking?												
Followed directions?												
Contributed to discussions appropriately?												
Did not physically disturb others?												
Spoke courteously?												
Assignments turned in?												
Quality of work turned in or done in class adequate?												
Other:												
Homework was given today?												
Teacher's Initials												

See back of this form.

Daily Period by Period Progress Report (6 Period Day)

Case Manager overseeing the 6 Period Daily Report:
Case Manager Comments:
Parent Comments:
Parent Information: How did your son/daughter when you reviewed this report together?
Student Comments:
Student Information: How am I doing? What changes in which periods would you like to make?

Daily Points Earned for Appropriate Behavior

STUDENT NAME _____ DATE _____ LEVEL _____ DAY _____

PERIOD	1 st Hour		2 nd Hour		3 rd Hour		4 th Hour		5 th Hour/Lunch		6 th Hour/Lunch		7 th Hour		8 th Hour								
	8:10	8:40	8:50	9:30	9:40	9:50	10:20	10:30	10:40	11:10	11:20	11:30	11:55	12:05	12:40	12:50	1:00	1:30	1:40	1:50	2:20	2:30	
SAFE																							
RESPONSIBLE																							
RESPECTFUL																							
Target Behavior																							

★ **Quality of Work:**

CONTRACT:

TARGET BEHAVIOR:

Negotiation: If Student does _____, he/she can have _____

Student Signature: _____

Staff Signature: _____

Points Earned Today		_____
Total Points Earned		_____

Account Information		_____
Previous Balance	Points Earned	_____
Points Spent	Account Balance	_____

Meets Contract?	
Yes	No

PARENTS: I have reviewed this sheet with my child and discussed behavioral expectations and set behavioral goals. Please describe on the back of this form the results of your conversation with your child about today's report.

Parent Signature: _____

Think Sheet

Name: _____

Date: _____

1) **Describe the situation** that caused you problems. Be sure to describe it outside of yourself-- like a news reporter looking objectively at the situation. Use several sentences.

2) **Circle 2 or 3 feeling words** that best describes how the situation made you feel.

Ashamed Betrayed Disrespected Embarrassed Frustrated Giddy Hurt

Irritated Jovial Livid Mad Noncompliant Ornery Persnickety

Quizzical Remorseful Sad Tearful Uncooperative Vindictive Wistful

3) **Describe how you will cope better** next time with this same situation and feeling. You may ask staff to help you think of some ideas. Use several sentences.

4) What kind of restitution is appropriate in your situation? Ask staff to help you think of ideas.

Signed and Approved by _____:

POSITIVE BEHAVIORS AT A GLANCE

Safe Behavior:

Looks Like: Hands to Self. Feet on the Floor. Slow and Controlled Movements. Thinking before Doing.

Sounds Like: Soft Tones. Kind and Non-threatening Words. Pleasant. "I trust you." "I feel comfortable."

Feels Like: Comfortable Environment for Everyone. Free from Harm or the Threat of Harm. No worries.

Responsible Behavior:

Looks Like: In Class & On time. Participating in Lesson. Following Directions. Focusing on Your Own Learning.

Sounds Like: Asking Questions. Asking Permission. Sharing Ideas. Admitting Mistakes and Celebrating Accomplishments.

"I'm sorry." "I appreciate you." "I'm proud of you."

Feels Like: Productive. Participative. Thorough. Proud of Best Effort. Self Controlled. Self Directed. Proactive.

Respectful Behavior:

Looks Like: Kind Facial Expressions. Pleasant Body Language. Proper Personal Distance. Looking Others in the Eye When Talking.

Sounds Like: Kind Words. Soft Tones. Honesty.
"Excuse me." "Thank you." Please."

Feels Like: People's feelings, beliefs, thoughts are being given sensitive consideration.

SECTION 16:

REQUEST FOR RECORDS

Student Records

There are two types of records that you may get from your school district regarding your child.

Student Records

These are records with specific identifiable information about your child. Examples of these records could be: IEPs, discipline referrals, assessments, classroom work, etc.

Public Records

These are documents that may have information regarding your child but is not specifically classified under student records. Examples of these types of records could be: emails, voicemails, letters and other correspondents that the district keeps regarding your child.

Introduction

The subject of records is very broad and includes several functions. Records Retention is the holding (period) of records/documents for further use. A record may be any document containing information. Records Management is a broader concept and fixes responsibility for and exercises controls over all records/documents, within an organization, from their creation to their final disposition. Records Storage/Destruction is a function of Records Management, addressing the retention of original records or copies (whether photographed, micro-photographed, or otherwise reproduced on film or electronic media); and the development of a systematized storage plan and indexing with respect to preservation, easy retrieval for later use, or final destruction and disposal.

This Section is intended for Records Maintenance, Retention and Destruction purposes only. While suggested procedures have been included, this publication is not intended as a Records Management manual. The development of detailed procedures for Records Management must be left to individual districts to meet their own specific needs. The Records Maintenance, Retention and Destruction section is designed as a quick reference to the maintenance, retention and destruction period of documents. While the lists of documents may not be totally inclusive, many documents used in school districts are represented. Various documents may appear in more than one area of responsibility. Old documents, no longer required, remain listed because they must still be maintained. The retention periods indicated are to assist district personnel in both the retention of permanent records and the timely destruction of documents.

This section is a compilation of information from the California Education Code, California Code of Regulations - Title 5, Government Code and many other sources indicating a legal document retention period for specific documents. Please give credit to CASBO if any portion of this document is copied.

MAINTENANCE, RETENTION AND DESTRUCTION OF STUDENT RECORDS

Student Records

Student records are any items of information other than directory information, gathered within or outside the district, that are directly related to an identifiable student and maintained by the district or required to be maintained by an employee in the performance of his/her duties. Any information maintained for the purpose of second-party review is considered a student record. A student record may be recorded in handwriting, print, computer media, video or audio tape, film, microfilm, microfiche, or by other means. Student records include the student's health record. (Education Code 49061, 49062; CCR 430; 34 CFR 99.3)

Student records do not include: (Education Code 49061, 49062; 5 CCR 430; 34 CFR 99.3)

1. Informal note compiled by a school officer or employee which remain in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to any other person except a substitute.
2. Records of the law enforcement unit of the district, subject to the provisions of 34 CFR 99.8

Following are the federal and state definitions of "parent". Anyone who meets one of the definitions included in either list may serve as a parent in relation to schools records.

According to federal regulations "parent" means:

- (1) A biological or adoptive parent of a child;
- (2) A foster parent, unless State law, regulations, or contractual obligations with a State or local entity prohibit a foster parent from acting as a parent;
- (3) A guardian generally authorized to act as the child's parent, or authorized to make educational decisions for the child (but not the State if the child is a ward of the State);
- (4) An individual acting in the place of a biological or adoptive parent (including a grandparent, stepparent, or other relative) with whom the child lives, or an individual who is legally responsible for the child's welfare; or
- (5) A surrogate parent who has been appointed in accordance with Section 300.519 or section 639(a)(5) of the Act.(b)(1) Except as provided in paragraph (b)(2) of this section, the biological or adoptive parent, when attempting to act as the parent under this part and when more than one party is qualified under paragraph (a) of this section to act as a parent, must be presumed to be the parent for purposes of this section unless the biological or adoptive parent does not have legal authority to make educational decisions for the child.(2) If a judicial decree or order identifies a specific person or persons under paragraphs (a)(1) through (4) of this section to act as the "parent" of a child or to make educational decisions on behalf of a child, then such person or persons shall be determined to be the "parent" for purposes of this section. (Authority: 20 U.S.C. 1401(23)) **Title 34 Code of Federal Regulations Section 300.30 Parent**

California Education Code defines "parent" as any of the following:

- (1) A biological or adoptive parent of a child.
 - (2) A foster parent if the authority of the biological or adoptive parents to make educational decisions on the child's behalf specifically has been limited by court order in accordance with Section 300.30(b)(1) or (2) of Title 34 of the *Code of Federal Regulations*.
 - (3) A guardian generally authorized to act as the child's parent, or authorized to make educational decisions for the child, including a responsible adult appointed for the child in accordance with Sections 361 and 726 of the *Welfare and Institutions Code*.
 - (4) An individual acting in the place of a biological or adoptive parent, including a grandparent, stepparent, or other relative, with whom the child lives, or an individual who is legally responsible for the child's welfare.
 - (5) A surrogate parent who has been appointed pursuant to Section 7579.5 or 7579.6 of the *Government Code*, and in accordance with Section 300.519 of Title 34 of the *Code of Federal Regulations* and Section 1439(a)(5) of Title 20 of the *United States Code*.
 - (b)(1) Except as provided in paragraph (2), the biological or adoptive parent, when attempting to act as the parent under this part and when more than one party is qualified under subdivision (a) to act as a parent, shall be presumed to be the parent for purposes of this section unless the biological or adoptive parent does not have legal authority to make educational decisions for the child.
 - (2) If a judicial decree or order identifies a specific person or persons under paragraphs (1) to (4), inclusive, of subdivision (a) to act as the "parent" of a child or to make educational decisions on behalf of a child, then that person or persons shall be determined to be the "parent" for purposes of this part, Article 1 (commencing with Section 48200) of Chapter 2 of Part 27 of Division 4 of Title 2, and Chapter 26.5 (commencing with Section 7570) of Division 7 of Title 1 of the *Government Code*, and Sections 361 and 726 of the *Welfare and Institutions Code*.
 - (c) "Parent" does not include the state or any political subdivision of government.
 - (d) "Parent" does not include a nonpublic, nonsectarian school or agency under contract with a local educational agency for the provision of special education or designated instruction and services for a child.
- Parent - California Education Code Section 56028**

Type of Records

All pupil records are classified as Mandatory Permanent, Mandatory Interim or Permitted. Regulations governing access, transfer, and destruction of records vary according to their classification. **Special Education Pupil Records are classified as Mandatory Interim Records.** Therefore, school districts must protect the confidentiality of personally identifiable information at collection, storage, disclosure and destruction stages.

Mandatory permanent student records are those records which are maintained in perpetuity and which schools have been directed to compile by state law, regulation or administrative directive. (5 CCR 430)

Mandatory interim student records are those records which the schools are directed to compile and maintain for the stipulated periods of time and are then destroyed in accordance with state law, regulation or administrative directive. (5 CCR 430) **Special Education Pupil Records are classified as Mandatory Interim Records.**

Permitted student records are those records having clear importance only to the current educational process of the student. (5 CCR 430)

See: Varieties of Public Records Table

Varieties of Public Records Table

General Provisions

Mandatory Permanent
(maintain permanently)

Mandatory Interim
(maintain 3 years after
usefulness ceases)

Permitted
(maintain 6 months
after usefulness ceases)

"Mandatory Permanent Pupil Records" are those records, which the schools have been directed to compile by California statute authorization, or authorized administrative directive. Each school district shall maintain indefinitely all mandatory permanent pupil records or an exact copy thereof for every pupil who was enrolled in a school program within said district. The mandatory permanent pupil record or copy thereof shall be forwarded by the sending district upon request of the public or private school in which the student has enrolled or intends to enroll. Such records shall include the following:

- (A) Legal name of pupil
- (B) Date of birth
- (C) Method of verification of date of birth
- (D) Gender of pupil
- (E) Place of birth
- (F) Name and address of parent or minor pupil
 - (1) Address of minor pupil if different than above
 - (2) An annual verification of the name and address of the parent and the residence of the pupil
- (G) Entering and leaving date of each school year and for any summer session or other session
- (H) Subjects taken during each year, half year, summer session, or quarter
- (I) If marks or credit are given, the mark or number of credits toward graduation allows for work taken
- (J) Verification of or exemption from required immunizations
- (K) Date of high school graduation or equivalent

(2) "Mandatory Interim Pupil Records" are those records, which schools are required to compile and maintain for stipulated periods of time and are then destroyed as per California statute or regulation. Such records include:

- (A) A log or record identifying those persons (except authorized school personnel) or organizations requesting or receiving information from the record. The log or record shall be accessible only to the legal parent or guardian or the eligible pupil, or a dependent adult pupil, or an adult pupil, or the custodian of record.
- (B) Health information including Child Health Developmental Disabilities Prevention Program verification or waiver.
- (C) Participation in special education programs including required tests, case studies, authorizations, and actions necessary to establish eligibility for admission or discharge.
- (D) Language training record.
- (E) Progress slips and/or notices as required by Education Code Sections 49066 & 49067.
- (F) Parental restrictions regarding access to directory information or related stipulations.
- (G) Parent or adult pupil rejoinders to challenged records and to disciplinary action.
- (H) Parental authorizations or prohibitions of pupil participation in specific programs.
- (I) Results of standardized tests administered within the preceding three years.
- (J) Work Permits/Permits to Employ
- (K) Absence slips and verification needed for fiscal audit.
- (L) Suspension Notices/Expulsion Records

(3) "Permitted Records" are those pupil records, which districts may maintain for appropriate educational purposes. Such records may include:

- Objective counselor and/or teacher ratings.
- Standardized test results older than three years.
- Routine discipline data.
- Verified reports of relevant behavioral patterns.
- All disciplinary notices.
- Attendance or adult pupil rejoinders to challenged records and to disciplinary action.
- History:
 - (1) Amendment of subsection (2)(E) filed 9-23-77; effective thirteenth day thereafter (Register 77, No. 39).

Informal Notes:

(5 CCR 432)

Informal notes kept solely for personal use are not records.

Safeguards

The custodian of record is the certificated administrator/principal of the site in which the documents are held.

Basic procedures for confidential information:

1. Maintain all records in a locked filing cabinet or room.
2. Files should not be left out unattended. The public should not be able to view any student information including student's names on files, binders or documents.
3. Individual files are to be checked out using an insert that identifies the student, the date and person accessing the files.
4. Use initials or first name and last initial when possible.
5. Files moving between sites need to be clearly marked confidential and tracked as to when they were sent by whom and when received.
6. All records sent outside of SJCOE needs to have documentation as to sending and receiving information.
7. Files kept by educators with confidential information also need to be treated with the same process to protect the information.

Following are the procedural guidelines for Special Education:

Special Education information and material to be included in the student record file:

- Copies of IEPs
- Assessment plans, reports,
- Communication to and from parents, including all mandatory information,
- Transition plans (included as necessary),
- Positive behavior support plans (included as necessary), and
- Psycho-educational reports

Location of Pupil Records

- Records for each individual pupil shall be maintained in a central file at the school attended by the pupil.
- When records are maintained in different locations a notation in the central file as to where such other records may be found is required. (Education Code 49060; 5 CCR 433)

Transfers

Confidential records and/or information may be transferred between public schools and public school districts within the state of California without written permission by parent, guardian or student over 18 years of age. Records may be transferred by facsimile or secured modem to appropriate personnel.

Transfer of confidential records and/or information to a public school or district outside the state does require the written consent of parent, guardian or student over 18 years of age.

Transfer of confidential records and/or information to a private school or any private or public agency or other individual does require the written consent of parent, guardian or student over 18 years of age.

Parent Request for Student Records

Date: _____

I would like a copy of _____ student records. At this time I would like to ask that the fee for the records to be waived due to financial hardship reasons.

I would also like to request all emails, voicemails, and other documents relating to my child or myself from school staff. Specifically I would like the time period from _____ to _____.

I would be willing to pick up the records from your office or you can send them via mail to my home address of

Parent signature

SECTION 17:

TIMELINES

Timelines

When calculating your timelines:

15 days from referral to special education to getting a Assessment Plan to Parent

60 days to complete special education evaluations and hold the IEP meetings

Keep in mind that we stop counting days on timelines if the child will be out of school "in excess of 5 school days." This means if the child is out of school for 6 consecutive school days due to vacation the timeline count stops from the last day school is attended and resume counting the day the students come back to school from vacation.

Example: An Assessment Plan is signed today December 9, 2009. Count the days from December 9 through December 20 (12 days) → Start counting January 5, 2010 through February 21, 2010 (48 days). The 60 day time-line is up 2/21/09. The IEP meeting must be completed by February 21, 2010.

For Thanksgiving break November 23-27, 2009 and the February 15 -19, 2010 break all days off must be counted in the timeline as the students have 5 consecutive school days off. Students must be off 6 consecutive school days to stop counting on a timeline.

Citation -

30 EC 56043 - Primary Timelines Affecting Special Education Programs

(f) (1) An individualized education program required as a result of an assessment of a pupil shall be developed within a total time not to exceed 60 calendar days, not counting days between the pupil's regular school sessions, terms, or days of school vacation in excess of five school days, from the date of receipt of the parent's or guardian's written consent for assessment, unless the parent or guardian agrees, in writing, to an extension, pursuant to Section 56344.

Interpretation -

The 60 day timeline for assessment completion and school vacation.

Upon receipt of the signed assessment plan, start counting the 60 day calendar days including the Saturday and Sunday prior to the long vacation. After the long vacation, resume counting on the next scheduled school day toward the 60 calendar day timeline.

Text of Code:

30 EC 56344 - Individualized Education Program; Time for Development

56344. (a) An individualized education program required as a result of an assessment of a pupil shall be developed within a total time not to exceed 60 days, not counting days between the pupil's regular school sessions, terms, or days of school vacation in excess of five schooldays, from the date of receipt of the parent's written consent for assessment, unless the parent agrees, in writing, to an extension. However, an individualized education program required as a result of an assessment of a pupil shall be developed within 30 days after the commencement of the subsequent regular school year as determined by each local educational agency's school calendar for each pupil for whom a **referral** has been made 30 days or less prior to the end of the regular school year. In the case of pupil school vacations, the 60-day time shall recommence on the date that pupil schooldays reconvene. A meeting to develop an initial individualized education program for the pupil shall be conducted within 30 days of a determination that the pupil needs special education and related services pursuant to Section 300.323(c)(1) of Title 34 of the Code of Federal Regulations.

(b) Pursuant to Section 300.323(c)(2) of Title 34 of the Code of Federal Regulations, as soon as possible following development of the individualized education program, special education and related services shall be made available to the individual with exceptional needs in accordance with the individual's individualized education program.

(c) Each local educational agency shall have an individualized education program in effect for each individual with exceptional needs within its jurisdiction at the beginning of each school year in accordance with subdivision (a) and pursuant to Section 300.323(a) and (b) of Title 34 of the Code of Federal Regulations.

PROCESS FLOW CHART – ANOTHER VIEW

Referral Received

15 calendar days

Assessment Plan Developed

At least 15 calendar days

Parent Signs and Returns

Assessment Conducted

60 calendar days

Parent/Guardian Notified of IEP Meeting

**IEP Team Meeting held.
If eligible, IEP developed and implemented
upon Parent/Guardian consent.**

3 years

3-Year Re-evaluation

1 year or
more frequently if
District/School and parent
agree

Annual Review

California Education Code § 56043. Timelines affecting special education programs

The primary timelines affecting special education programs are as follows:

- (a) A proposed assessment plan shall be developed within 15 calendar days of referral for assessment, not counting calendar days between the pupil's regular school sessions or terms or calendar days of school vacation in excess of five schooldays, from the date of receipt of the referral, unless the parent or guardian agrees in writing to an extension, pursuant to subdivision (a) of Section 56321.
- (b) A parent or guardian shall have at least 15 calendar days from the receipt of the proposed assessment plan to arrive at a decision, pursuant to subdivision (c) of Section 56321.
- (c) Once a child has been referred for an initial assessment to determine whether the child is an individual with exceptional needs and to determine the educational needs of the child, these determinations shall be made, and an individualized education program team meeting shall occur within 60 days of receiving parental consent for the assessment, pursuant to subdivision (a) of Section 56302.1, except as specified in subdivision (b) of that section, and pursuant to Section 56344.
- (d) The individualized education program team shall review the pupil's individualized education program periodically, but not less frequently than annually, pursuant to subdivision (d) of Section 56341.1.
- (e) A parent or guardian shall be notified of the individualized education program team meeting early enough to ensure an opportunity to attend, pursuant to subdivision (b) of Section 56341.5. In the case of an individual with exceptional needs who is 16 years of age or younger, if appropriate, the meeting notice shall indicate that a purpose of the meeting will be the consideration of the postsecondary goals and transition services for the individual with exceptional needs, and the meeting notice described in this subdivision shall indicate that the individual with exceptional needs is invited to attend, pursuant to subdivision (e) of Section 56341.5.
- (f)(1) An individualized education program required as a result of an assessment of a pupil shall be developed within a total time not to exceed 60 calendar days, not counting days between the pupil's regular school sessions, terms, or days of school vacation in excess of five schooldays, from the date of

receipt of the parent's or guardian's written consent for assessment, unless the parent or guardian agrees in writing to an extension, pursuant to Section 56344.

(2) A meeting to develop an initial individualized education program for the pupil shall be conducted within 30 days of a determination that the child needs special education and related services pursuant to Section 300.323(c)(1) of Title 34 of the Code of Federal Regulations and in accordance with Section 56344.

(g)(1) Beginning not later than the first individualized education program to be in effect when the pupil is 16 years of age, or younger if determined appropriate by the individualized education program team, and updated annually thereafter, the individualized education program shall include appropriate measurable postsecondary goals and transition services needed to assist the pupil in reaching those goals, pursuant to paragraph (8) of subdivision (a) of Section 56345.

(2) The individualized education program for pupils in grades 7 to 12, inclusive, shall include any alternative means and modes necessary for the pupil to complete the district's prescribed course of study and to meet or exceed proficiency standards for graduation, pursuant to paragraph (1) of subdivision (b) of Section 56345.

(3) Beginning not later than one year before the pupil reaches the age of 18 years, the individualized education program shall contain a statement that the pupil has been informed of the pupil's rights under this part, if any, that will transfer to the pupil upon reaching the age of 18 years, pursuant to Section 56041.5, subdivision (g) of Section 56345, and Section 300.520 of Title 34 of the Code of Federal Regulations.

(h) Beginning at the age of 16 years or younger, and annually thereafter, a statement of needed transition services shall be included in the pupil's individualized education program, pursuant to Section 56345.1 and Section 1414(d)(1)(A)(i)(VIII) of Title 20 of the United States Code.

(i) A pupil's individualized education program shall be implemented as soon as possible following the individualized education program team meeting, pursuant to Section 300.323(c)(2) of Title 34 of the Code of Federal Regulations and in accordance with Section 56344.

(j) An individualized education program team shall meet at least annually to review a pupil's progress, the individualized education program, including

whether the annual goals for the pupil are being achieved, the appropriateness of the placement, and to make any necessary revisions, pursuant to subdivision (d) of Section 56343. The local educational agency shall maintain procedures to ensure that the individualized education program team reviews the pupil's individualized education program periodically, but not less frequently than annually, to determine whether the annual goals for the pupil are being achieved, and revises the individualized education program as appropriate to address, among other matters, the provisions specified in subdivision (d) of Section 56341.1, pursuant to subdivision (a) of Section 56380.

(k) A reassessment of a pupil shall occur not more frequently than once a year, unless the parent and the local educational agency agree otherwise in writing, and shall occur at least once every three years, unless the parent and the local educational agency agree, in writing, that a reassessment is unnecessary, pursuant to Section 56381, and in accordance with Section 1414(a)(2) of Title 20 of the United States Code.

(l) A meeting of an individualized education program team requested by a parent or guardian to review an individualized education program pursuant to subdivision (c) of Section 56343 shall be held within 30 calendar days, not counting days between the pupil's regular school sessions, terms, or days of school vacation in excess of five schooldays, from the date of receipt of the parent's or guardian's written request, pursuant to Section 56343.5.

(m) If an individual with exceptional needs transfers from district to district within the state, the following are applicable pursuant to Section 56325:

(1) If the child has an individualized education program and transfers into a district from a district not operating programs under the same local plan in which he or she was last enrolled in a special education program within the same academic year, the local educational agency shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved individualized education program, in consultation with the parents or guardians, for a period not to exceed 30 days, by which time the local educational agency shall adopt the previously approved individualized education program or shall develop, adopt, and implement a new individualized education program that is consistent with federal and state law, pursuant to paragraph (1) of subdivision (a) of Section 56325.

(2) If the child has an individualized education program and transfers into a district from a district operating programs under the same special education

SECTION 18:

STATE TESTING

Smarter Balanced Assessment System

Latest information about the new generation of English-language arts/Literacy and mathematics assessments.

The Smarter Balanced Assessment System utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. This system is based on the Common Core State Standards (CCSS) for English language arts/literacy (ELA) and mathematics.

The Smarter Balanced Assessment System has three components designed to support teaching and learning throughout the year: the Summative Assessments, the Interim Assessments, and the Digital Library. The [Smarter Balanced Assessment System Graphic](#) (PDF) and [video](#) display the relationship between these components, the CCSS, and college and career readiness.

- [Summative Assessments](#)
In grades three through eight and eleven for ELA and mathematics. The summative assessments are administered as part of the California Assessment of Student Performance and Progress (CAASPP) System.
- [Interim Assessments](#)
Designed to improve and promote teaching and learning by providing information that can be used to monitor student progress toward mastery of the CCSS. These optional resources are available to all kindergarten through grade twelve (K–12) teachers in ELA and mathematics.
- [Digital Library](#)
Consists of tools and practices designed to help teachers utilize formative assessment processes for improved teaching and learning in all grades. These optional resources are available to all California educators.



Communications About Smarter Balanced

- [CAASPP Communication – FAQs About Smarter Balanced](#) – Addresses common questions that are asked about the Smarter Balanced Assessments.
- [CAASPP Communication About Smarter Balanced](#) – Addresses the Smarter Balanced Comprehensive Plan and the collaborative role of teachers to facilitate the changes being implemented to improve teaching and learning.

Student Scores and Achievement Levels

Smarter Balanced summative assessment results include student scores, achievement levels, and descriptors that describe performance. These assessment results are only one of several tools used to measure a student's academic performance in ELA/Literacy and mathematics. Smarter Balanced assessment results are most appropriately interpreted alongside other available information about a student's academic achievement, including such measures as, classroom assignments and grades, classrooms tests, report cards, and teacher feedback.

Additional Resources:

- [Smarter Balanced Achievement Level Setting](#)  – Information about the achievement level setting, also known as standard setting, including information on the involvement of educators.
- [Interpretation and Use of Scores and Achievement Levels](#)  (PDF) – Information on the Smarter Balanced vertical scale and achievement level descriptors.
- [ELA](#) – A line graph displays the threshold scale scores for the achievement levels for the ELA portion of the Smarter Balanced assessments. A bar graph displays the estimated percentage of students scoring at each achievement level by grade.
- [Mathematics](#) – A line graph displays the threshold scale scores for the achievement levels for the mathematics portion of the Smarter Balanced assessments. A bar graph displays the estimated percentage of students scoring at each achievement level by grade.

CAASPP Flash and Update

To receive regular updates and the latest information about the CAASPP system, including the Smarter Balanced assessment systems, join the California Department of Education's CAASPP e-mail list by sending a blank e-mail to subscribe-caaspp@mlist.cde.ca.gov.

[CAASPP Flash](#) | [CAASPP Update](#) | [Resources Search](#)

Related Resources

[Smarter Balanced Technology Readiness Resources](#)

Information to assist districts to prepare technology resources for computer-based assessments.

[Smarter Balanced Assessment Consortium Web Site](#) 

Smarter Balanced Resources

Test blueprints, initial achievement level descriptors and college content readiness policy, accessibility and accommodation information, CCSS, presentations, frequently asked questions, and fact sheets.

Common Core State Standards

Since 2010, 45 states adopted the same standards for ELA and mathematics. These standards are called the Common Core State Standards. Teachers, parents, and education experts designed the standards to prepare students for success in college and the workplace.

Questions: California Assessment of Student Performance and Progress Office | caaspp@cde.ca.gov | 916-445-8765

California Department of Education
1430 N Street
Sacramento, CA 95814

Last Reviewed: Friday, May 29, 2015

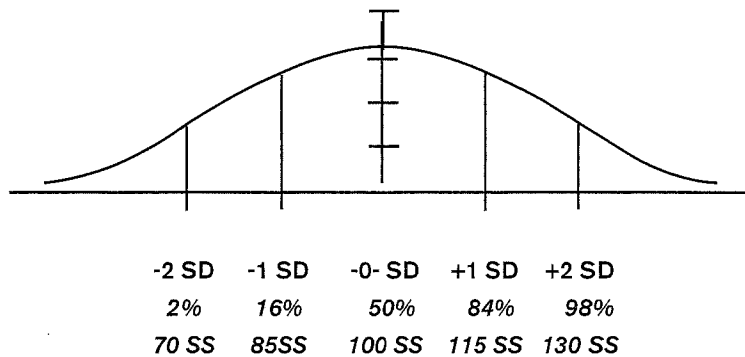
SECTION 19:

Assessments

Average scores do not deviate far from the mean. As scores fall above or below the mean, they are a certain value or distance from the mean – for example, 1 or 2 standard deviations from the mean.

The mean is 0 (zero) standard deviations from the mean. The next markers on the bell curve from left to right are -1 and +1 standard deviations from the mean, followed by -2 and + 2 standard deviations from the mean. Figure 11-1 shows standard deviations and the relationship to percentile ranks and standard scores.

Figure 11-1 | **Bell Curve: Standard Deviations and their Relationship to Percentile Ranks and Standard Scores**



In our original push-up test, the mean was 10 push-ups and the standard deviation (SD) was three push-ups. The push-up example in Chapter 10 uses scores that are the same as subtest scores on most educational and psychological tests.

On subtests, one standard deviation above the mean is 13 ($10 + 3 = 13$). One standard deviation below the mean is 7 ($10 - 3 = 7$). (See Figure 11-1)

One standard deviation above the mean is always at the 84th percent level (PR = 84). If a child scores 13 on a subtest, this score is at the 84th percentile. Zero standard deviations from the mean is always at the 50th percentile. One standard deviation below the mean is always at the 16 percent level (PR = 16). If a child scores 7 on a subtest, this score is at the 16th percentile. (See Figure 11-1)

Two standard deviations above the mean are always at the 98th percent level (PR = 98). Two standard deviations below the mean are always at the 2nd percent level (PR = 2). (See Figure 11-1)

When you look at your child’s test scores, you may find that the child scored one standard deviation below the mean on a test or subtest. If the score is one standard deviation below the mean, your child’s percentile rank is 16.

Review the **Wrightslaw Quick Rules of Tests** in Table 11-1.

Table 11-1

Wrightslaw Quick Rules of Tests

All educational and psychological tests based on the bell curve report their scores as standard scores and percentile ranks. To interpret test results, you need to know the mean and the standard deviation of the test. Most tests use a mean of 100 and a standard deviation of 15.

When educational and psychological tests use standard scores (SS) with a mean of 100 and a standard deviation of 15, a standard score of 100 is at the 50th percentile rank (PR). A standard score of 85 is at the 16th percentile rank. A standard score of 115 is at the 84th percentile rank.

When educational and psychological tests use subtest scores with a mean of 10 and a standard deviation of 3, a subtest score of 10 is at the 50th percentile rank.

A subtest score of 7 is at the 16th percentile rank; a subtest score of 13 is at the 84th percentile rank.

A standard score of 100 is at the 50th percentile rank. One-half of children will fall above and one-half will fall below the mean at the 50th percentile, which is represented as a standard score of 100.

Two-thirds of children will score between + 1 and - 1 standard deviations from the mean.

Two-thirds (68 percent) of children will score between the 84th and 16th percentile ranks. ($84 \text{ minus } 16 = 68$)

Half of 68 percent is 34 percent. When you subtract 34 percent from the mean of 50 percent, you have 16 percent. When you add 34 percent to the mean of 50 percent, you have 84 percent.

A standard deviation of -1 is at the 16th percentile. A standard deviation of 0 is at the 50th percentile. A standard deviation of +1 is at the 84th percentile.

A standard score of 85 is at the 16th percentile. A standard score of 100 is at the 50th percentile. A standard score of 115 is at the 84th percentile.

A standard deviation of -2 is at the 2nd percentile. A standard deviation of +2 is at the 98th percentile.

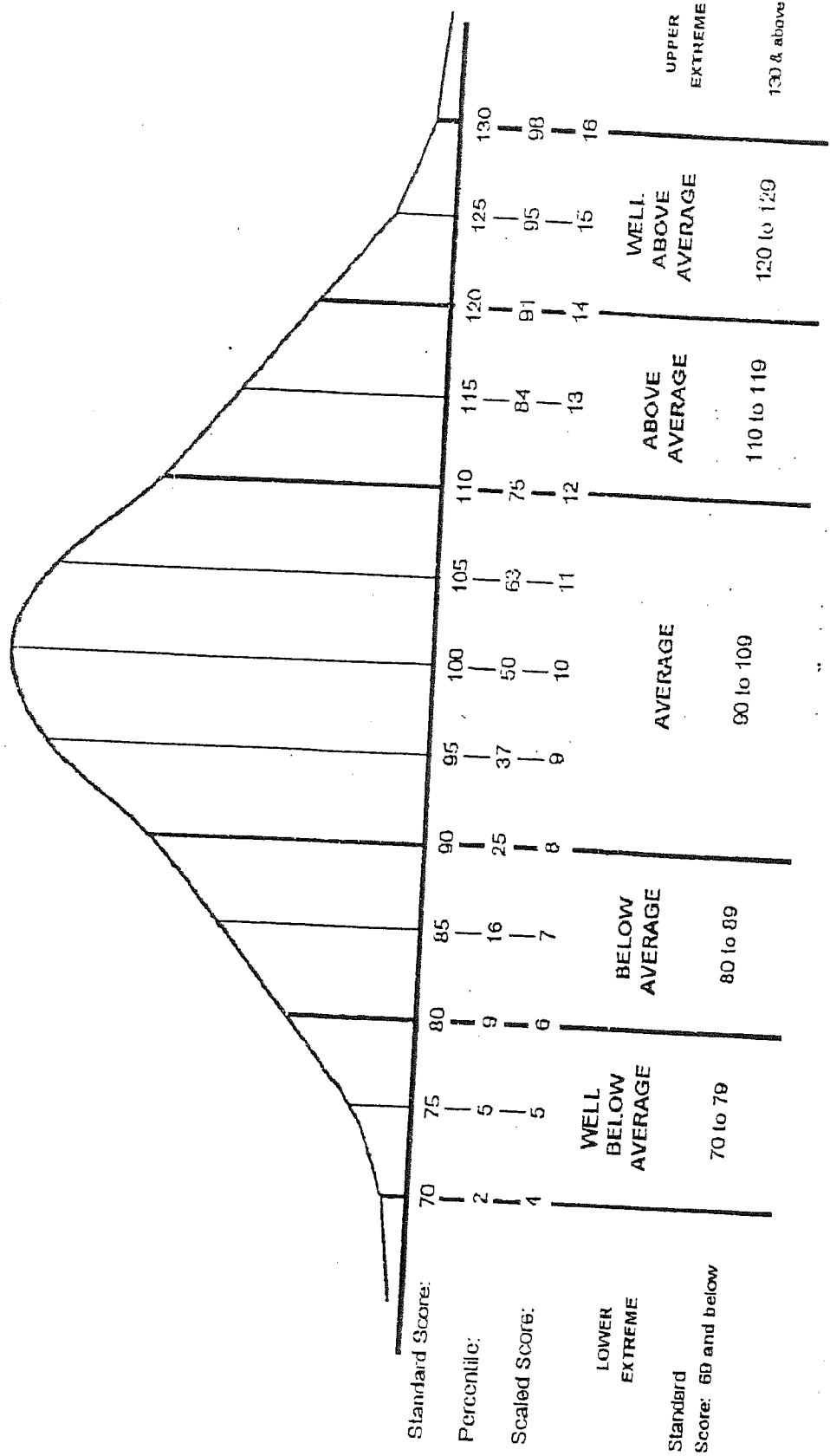
A standard score of 70 is at the 2nd percentile. A standard score of 130 is at the 98th percentile.

A standard score of 90 is at the 25th percentile. A standard score of 110 is at the 75th percentile.

One-half (50 percent) of children will score between the 75th and 25th percentiles ($75 \text{ minus } 25 = 50$).

One-half of children will have standard scores between 90 and 110, which is within the "average range."

NORMAL DISTRIBUTION STANDARD SCORES, PERCENTILE RANKS, AND SCALED SCORES



SECTION 20:

charging

**CALIFORNIA HIGH SCHOOL EXIT
EXAM (CAHSEE)**



CALIFORNIA
DEPARTMENT OF
EDUCATION

TOM TORLAKSON
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

June 1, 2015

Dear County and District Superintendents and Charter School Administrators:

INFORMATION ON THE 2015–16 CALIFORNIA HIGH SCHOOL EXIT EXAMINATION

The purpose of this letter is to provide information on pending legislation that will impact upcoming California High School Exit Examination (CAHSEE) administrations. Pending legislation and budget authority, the CAHSEE may be suspended in 2015–16 school year. In accordance with California *Education Code* Section 60851(d), there will be no July 2015 CAHSEE administration.

Senate Bill (SB) 172 (Liu), sponsored by the State Superintendent of Public Instruction (SSPI) Tom Torlakson, proposes to suspend the administration of the high school exit examination for three years, and the requirement that students pass this examination as a condition of graduation from high school. Under the proposed bill, the administration of the examination would be suspended during the 2016–17, 2017–18, and 2018–19 school years, or when the approved high school exit examination is no longer available.

The bill also requires the California Department of Education (CDE) to convene an advisory panel to provide recommendations to the SSPI on the continuation of the high school exit examination and on alternative pathways to satisfy specified high school graduation requirements. On May 28, 2015, SB 172 passed the Senate Appropriations Committee and will now move to the full Senate for consideration.

In the event that SB 172 does not become law, the 2015–16 May Revision, Omnibus Education Trailer Bill, requests that language be adopted to continue the administration of the CAHSEE. The CDE is working with the Legislature and the Department of Finance to ensure that the CDE can continue the current contract and the CDE is working closely with the CAHSEE contractor to be responsive should this occur.

The CDE is also working closely with the Legislature to determine what the state will do during the suspension period and any impact this may have on students in the Class of 2016 and others who have yet to meet the exit examination graduation requirement.

The CDE will provide follow up to this communication as SB 172 progresses through the legislative process. Although we have little information to provide at this time, we will be diligent in our communications with you in regards to this bill and the 2015–16 Budget Bill.

If you have questions regarding this letter, please contact John Boivin, Administrator, High School and Physical Fitness Assessments Office, by phone at 916-319-0575 or by e-mail at jboivin@cde.ca.gov.

Sincerely,

/s/

Keric Ashley, Deputy Superintendent
District, School, and Innovation Branch

KA:jb

cc: CAHSEE District Coordinators

California Department of Education
1430 N Street
Sacramento, CA 95814

Last Reviewed: Tuesday, June 2, 2015



CALIFORNIA
DEPARTMENT OF
EDUCATION

JACK O'CONNELL
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

January 6, 2010

Dear County and District Superintendents and Charter School Administrators:

**EXEMPTION OF THE REQUIREMENT TO PASS THE
CALIFORNIA HIGH SCHOOL EXIT EXAMINATION
AS A CONDITION OF GRADUATION FROM HIGH SCHOOL FOR ELIGIBLE
STUDENTS WITH DISABILITIES
CALIFORNIA EDUCATION CODE SECTION 60852.3**

Beginning in the 2009–10 school year, California *Education Code* Section 60852.3 provides an exemption from meeting the California High School Exit Examination (CAHSEE) requirement as a condition of receiving a diploma of graduation for eligible students with disabilities who have an individualized education program (IEP) or Section 504 plan. The IEP or 504 plan must state that the student is scheduled to receive a high school diploma and has satisfied or will satisfy all state and local requirements for high school graduation on or after July 1, 2009.

You can find frequently asked questions and answers regarding the CAHSEE exemption for eligible students with disabilities on the CDE Exemption for Eligible Students with Disabilities Web page at <http://www.cde.ca.gov/ta/tg/hs/cahseefaqexempt.asp>. For your convenience, a copy of the questions and answers has been enclosed.

Although students with disabilities are currently not required to pass the CAHSEE, it is essential that students with disabilities continue to participate in standards-based instruction that focuses on the knowledge and skills assessed by the CAHSEE. I encourage all students to continue taking the CAHSEE to show that they have met these standards.

I strongly encourage you and your staff to make services available to students so these students can continue to gain the knowledge necessary to meet the CAHSEE requirement.

For the two years that students with disabilities were required to pass the CAHSEE, we saw a substantial increase in the number of students with disabilities meeting the requirement. More students were not only passing CAHSEE, they were receiving a set of knowledge and skills to help them succeed after graduation.

January 6, 2010
Page 2

In these challenging fiscal times, I urge you to invest funds in CAHSEE Intensive Instruction programs not withstanding your ability to spend flexible categorical funds. Your continued efforts to provide assistance to struggling students ensures they will meet the CAHSEE requirement, earn a high school diploma, and be able to compete in our global economy.

If you have any questions regarding this subject, please contact Diane Hernandez, Administrator, CAHSEE Office, by phone at 916-445-9449 or by e-mail at dhernand@cde.ca.gov.

Sincerely,



JACK O'CONNELL

JO:dh
Enclosure

cc: California High School Exit Examination Coordinators
Special Education Administrators of County Offices
Special Education Local Planning Area Directors

**Exemption of the Requirement to Pass the
California High School Exit Examination
as a Condition of Graduation from High School for Eligible Students with Disabilities
California Education Code Section 60852.3 (ABX4 2)**

1. What is California Education Code (EC) Section 60852.3?

Beginning in the 2009–10 school year, *EC* Section 60852.3 provides an exemption from meeting the California High School Exit Examination (CAHSEE) requirement as a condition of receiving a diploma of graduation for eligible students with disabilities who have an individualized education program (IEP) or a Section 504 plan. The IEP or 504 plans must state that the student is scheduled to receive a high school diploma, and has satisfied or will satisfy all state and local requirements for high school graduation, on or after July 1, 2009.

2. Should students with disabilities be encouraged to continue to attempt to pass the CAHSEE despite the change in the law?

Yes, the CAHSEE represents academic standards which all students should be encouraged to meet. Students should continue to take the CAHSEE, and to receive appropriate remedial instruction, as it is not prohibited by the new law. However, as described below, a student who is eligible for the exemption allowed by *EC* Section 60852.3 may not be required to pass the CAHSEE in order to receive a diploma. Furthermore, districts are strongly encouraged to continue to offer remedial instruction and access to the CAHSEE.

3. Do students need to have a specific disability to be eligible for the exemption?

EC Section 60852.3 states that any student with disabilities (any type of disability, for any duration) who has an IEP or 504 plan, and has satisfied or will satisfy all state and local requirements for receipt of a high school diploma, is exempt from meeting the CAHSEE requirement as a condition of graduation.

4. How long will this exemption be in effect?

EC Section 60852.3(b) states that this exemption will last until the State Board of Education (SBE) makes a determination whether or not it is feasible to have an alternative to the CAHSEE for students with disabilities. If an alternative to the CAHSEE is determined feasible, regulations must be in place by October 1, 2010, and the alternative may be implemented as early as January 1, 2011. (*EC* Section 60852.1)

- 5. May a student with a disability who left high school between January 1, 2008 and July 1, 2009 without a diploma (because he or she did not pass CAHSEE) be allowed to re-enroll in high school and receive a diploma under the new law?**

Under the Individuals with Disabilities Education Act (IDEA), students are entitled to special education services until age 22 or until they receive a diploma. Thus, a district may be required to reopen and revise an IEP for a student who left high school without receiving a diploma, if the student has not reached age 22. If appropriate, the IEP team may revise the IEP of an eligible student. Such appropriate revisions should include additional quality instruction to help the student pass the CAHSEE and may include receiving a diploma without passing the CAHSEE. If the revised IEP calls for receipt of a diploma after July 1, 2009, and the student has satisfied all other graduation requirements, then the student may be exempted from the CAHSEE requirement under the new statute. It is within the discretion of the IEP team to determine what revisions to the IEP, including further instruction, are appropriate for a particular student. A dispute over that determination would be subject to due process.

Students with only 504 plans do not have the same procedural protections as students with IEPs. Federal regulations indicate that one way to guarantee Free Appropriate Public Education (FAPE) under Section 504 is to provide the same procedural protections as required under the IDEA. However, since the rules are not identical, school district personnel should consult with local counsel when adopting or applying policies regarding reenrolling students with only 504 plans for purposes of receiving a diploma under the new exemption statute.

- 6. Does this exemption apply to students with disabilities with IEPs or 504 plans who completed all graduation requirements, except passing the CAHSEE, and received a certificate of completion in 2008 or 2009?**

Yes, students with IEPs or 504 plans who completed all graduation requirements, except passing the CAHSEE, and received a certificate of completion in 2008 or 2009, are eligible for this exemption as described in No. 5 above.

- 7. Is a student enrolled in an adult school eligible for the exemption?**

A student enrolled in an adult school offered by a kindergarten through twelve (K-12) public school district, who left high school without receiving a diploma, should be treated the same as any other student described in No. 5 and 6 above.

- 8. May a district adopt an IEP or 504 plan for the sole purpose of exempting the student from the CAHSEE requirement?**

No, the new law expressly prohibits adopting an IEP or 504 plan for that purpose if the student is or was not previously eligible for special education and related services.

9. Does the IEP or 504 plan need to document whether or not the student is exempt from passing the CAHSEE?

IDEA and the Elementary and Secondary Education Act (ESEA) require that the IEP and 504 plan address how the student will participate in statewide assessment. If a student with disabilities will not be taking the CAHSEE this year, that should be noted in the IEP or 504 plan and should state that the student will meet the CAHSEE requirement through the exemption.

10. May students with an IEP or 504 plan continue to take the CAHSEE or request a local waiver or must they be exempt from taking the CAHSEE?

IDEA and Section 504 state that students with disabilities should participate in all state and district wide assessments with any accommodations or modifications that are documented in their IEP or 504 plan. Since the waiver provisions of *EC* Section 60851(c) are still in effect, students with IEP or 504 plans may agree to continue to take the CAHSEE or request a local waiver.

11. May districts require students with disabilities to take CAHSEE beyond grade ten until they pass or score at least 350 with modifications and qualify for a waiver?

No, the student's right to an exemption is state law and districts do not have authority to impose the requirement locally. However, as discussed above, a student should be encouraged to continue to take the CAHSEE with appropriate instructional support as addressed in a revised IEP or 504 plan.

12. Is there any required notification to the parent, local board of education, State Board of Education or California Department of Education (CDE) regarding which students are eligible for the exemption?

EC Section 60852.3 does not require that parents, local boards of education, the SBE or the CDE be notified regarding which students are eligible for the exemption. Eligibility is determined by the IEP or 504 plan team of which the parent is a member. Districts may develop their own forms for internal purposes. Parent notification with regard to this exemption should be treated like any other issue affecting eligibility for special education.

13. Must students with disabilities currently in grade ten take the CAHSEE?

All grade ten students must participate in the CAHSEE to satisfy Adequate Yearly Progress (AYP) requirements. The exemption from passing the CAHSEE for purposes of receiving a diploma of graduation does not affect the requirement of taking the CAHSEE in grade ten.

Note: Students with significant cognitive disabilities who participate in the California Alternate Performance Assessment (CAPA) satisfy participation in AYP and do not take the CAHSEE in grade ten.

14. Does the exemption apply to students with disabilities currently in grades eleven and twelve?

The exemption applies to students with disabilities currently in grades eleven and twelve who have IEP or 504 plans that indicate the pupil is scheduled to receive a high school diploma, and that the pupil has satisfied or will satisfy all other state and local requirements for the receipt of a high school diploma, on or after July 1, 2009. Students are not required to pass the CAHSEE, but are not precluded from taking the examination. This should be determined by the IEP and 504 plan teams.

15. Are students with significant cognitive disabilities who participate in the CAPA eligible for the exemption?

Students with significant cognitive disabilities that have an IEP or 504 plans generally participate in an alternative curriculum that has significantly modified grade-level standards. These students are not typically scheduled to receive a high school diploma. However, if the student has met all state and local graduation requirements on or after July 1, 2009, then the student would be exempt from passing the CAHSEE in order to earn a high school diploma. The student would then be awarded a diploma.

Note: Students who earn a high school diploma or reach age 22 are no longer eligible to receive special education supports and services.

16. Does this exemption affect instructional practices or intensive intervention courses?

IDEA and Section 504 require access to grade-level curriculum. Therefore, the exemption of the requirement to pass the CAHSEE should not limit students' access to the general curriculum.

Districts are encouraged to continue providing intensive instruction even though *EC* Section 42605 authorizes categorical program flexibility. Districts have flexibility in the use of the identified categorical program funds for 2008–09 through 2012–13. Program or funding requirements, as otherwise provided in statute, are not in effect.

SECTION 21:

INDEPENDENT EDUCATION EVALUATION (IEE)

INDEPENDENT EDUCATIONAL EVALUATIONS OVERVIEW

Federal law defines an independent educational evaluation (IEE) broadly as "an evaluation conducted by a qualified examiner who is not employed by the public agency responsible for the education of the child in question." 34 C.F.R. 300.503.

Parents may obtain an evaluation of their child, if they so choose, for virtually any purpose. If parents further choose to share this information with their child's IEP team, it becomes an IEE.

Federal regulations require that parents and school personnel act as equal participants in the development of a child's IEP and that the parents' participation in the IEP process must be meaningful. In many cases, independent evaluations provide support for the parents' opinions and requests. If a school district were to refuse to consider an independent evaluation, it would not only deny the equal and meaningful input from parents, but would also prevent important information from being considered by the team that develops the child's IEP.

Parents are not the only ones to find the IEE results valuable. Sometimes, school districts request IEEs when they lack the personnel or expertise to conduct a particular type of evaluation. In other instances, school districts may seek an IEE to assuage parental concerns about the fairness or accuracy of an evaluation.

Consideration of parentally obtained evaluations by the IEP team is not discretionary, **IT IS MANDATORY.** 34.C.F.R. 300.503(c) states "If the parent obtains an independent educational evaluation at private expense, the results of the evaluation (1) Must be considered by the public agency in any decision made with respect to the provision of a [free appropriate public education] to the child." This does not mean the school district must agree or accept the findings or recommendations in the IEE. It simply means the school district must "consider" the information and discuss it as appropriate.

Generally, parents are responsible for the costs of an IEE. However, in some circumstances the school district may be financially responsible for the cost. If the school district does not have the personnel or resources to conduct an evaluation that an IEP team has identified is needed, the school district must obtain a private evaluation at its own expense.

If parents and the school district disagree about the need for an IEE, there are certain conditions under which a school district may be obligated to pay for the evaluation.

1. If the parents present results of an evaluation that the school district previously refused to conduct, the school district may be required to reimburse the parents for the cost of the evaluation if it is determined that the evaluation provided information which impacted the child's education, services, or placement.
2. If the parents disagree with the results of the evaluation the school district has conducted and request an IEE at public expense, the school district must either: (a) obtain the evaluation and pay for it or (b) request a due process hearing. The hearing officer will determine whether an IEE is necessary. 34. C.F.R. 300.503.
3. If the district's evaluation (which the parent disagreed with) is deemed inappropriate in a due process hearing.

So, a school district cannot simply refuse the parents' request for an IEE. If the school district believes that the district's assessment is appropriate and disagrees that an IEE is necessary, the district **MUST** request a due process hearing to prove that its assessment is appropriate. If the district prevails, parents have the right to have their child evaluated privately, but at their own expense. If the parent prevails, the hearing officer may order an IEE at public expense.

See attached Independent Education Evaluation Policy and Administrative Regulation for further information.

A copy of the Policy and Administrative Regulation should be provided to the parents upon request for an IEE.

Frequently Asked Questions regarding IEEs

Can the parents insist on an IEE (that the district pays for) before the district has done its assessment?

NO - Parents can request anything, however, the district is not obligated to consider an IEE request prior to conducting their own evaluation. Once the district has presented its evaluation results and the parent disagrees with those results, they can then request an IEE at district expense. At this point, a copy of the IEE policy and AR (attached) should be provided to the parents.

Do the parents have to say why they disagree with the district evaluation results?

NO - Parents only have to say that they disagree. They do not have to provide further explanation.

Does the district HAVE to pay for an IEE just because a parent requests it?

NO - The district has the option of requesting a due process hearing to prove their evaluation was appropriate. If the district chooses not to file for due process on this issue, then they **MUST** pay for the IEE.

Can the parents request an IEE in any area or discipline?

NO - Again, parents can request anything, however the district is only obligated to provide an IEE in the same areas it evaluated and the parent disagreed with. For example, if a parent disagrees with a psychological evaluation, they are entitled to a psychological IEE, not a neuropsychological evaluation. However, the district continues to have the option to refuse to fund an IEE if they file for due process to prove their evaluation was appropriate.

Can the parents seek reimbursement for multiple IEEs?

NO - Parents may only be reimbursed for one IEE in each area or discipline with which they disagree.

Can the parents insist on a particular examiner?

IT DEPENDS - The law states the independent evaluator must be "mutually agreed upon" by parents and districts. Districts can set specific criteria for independent evaluators through policy to address issues such as distance from home, cost of the evaluation, and specific credentials or licenses held by the evaluator, but it is difficult for a district to refuse to use a specific evaluator if they meet all criteria under board policy. Parents ultimately have the final say on who should conduct an IEE within the parameters of the IEE policy and AR.

SECTION 22:

FOOD MANAGEMENT

PRADER-WILLI SYNDROME ASSOCIATION

Still hungry for a cure.

School Diet Management Plan

This form can be added to your IEP for your child's diet needs at school.

Section 504 of the Rehabilitation Act of 1973 assures that students with special needs will have access to school meal service even if meal adaptations are needed because of their medical condition.

1. Name of student for whom special meal plan is required:

2. Medical condition that requires the student to have a special meal plan:

3. *Foods and amounts prescribed (Ex. Serving size, calories, low-fat, etc)

Breakfast _____

Lunch _____

4. *Specific snacks and classroom treats allowed (Ex. Classroom parties, outings, crafts using food, field trips, rewards)

5. *School plan required to prevent acquisition of non-prescribed food (Ex. Supervision, monitoring, peer support, shadowing. etc.)

6. *Additional information:

I certify that the above named student requires a special diet management plan as described above because of the student's disability or chronic medical condition.

Physician's Signature

Dietitian/Nutritionist Signature

Address and phone number of Physician:

Address and phone number of Dietitian/
Nutritionist:

PRADER-WILLI SYNDROME ASSOCIATION

Still hungry for a cure.

Attention Teachers:

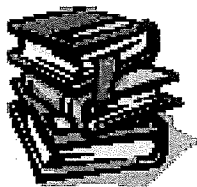
For the Student with Prader-Willi Syndrome Food Is *Never* OK in the Classroom

For most if not all kids with Prader-Willi syndrome (PWS), having any food anywhere in the classroom will impede their ability to concentrate and learn because their mind will be more focused upon how to obtain that food item rather than attending to the task at hand.

Prader-Willi syndrome is a serious medical disorder that interferes with the body appetite-control centers. Individuals with PWS do not recognize feeling satiated or "full" after they eat. The signals to the brain continuously and relentlessly drive someone with PWS to seek out and eat more food. People with Prader-Willi syndrome metabolize their food at generally half the rate their peers do, so someone with PWS can easily gain weight at a tremendous rate on just a few extra calories. In addition, people with PWS can experience severe gastric illnesses which can, particularly after overeating or binge eating, lead to life-threatening conditions (thinner individuals may be at even greater risk). Keeping food items out of sight and inaccessible is imperative.

It must be understood that for the child with Prader-Willi syndrome there is no "behavior modification" or "learning" to control oneself in regard to food. It is not realistic to expect that a child with PWS can modify his behavior about taking the bag of chips out of someone else's lunch or eating the entire lunch if that food is available to him, no matter how many tokens or

prizes or incentives are given the child not to take food. While the child with PWS may be able to manage his behavior for a day or even a week or two, this does not constitute genuine modified behavior. There will come a day when

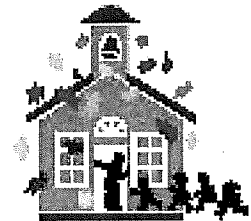


the child, despite his knowing that he should not, will take that bag of chips or eat other lunches and eat them as quickly as he can, thus also creating a choking risk, in addition to putting himself at risk for severe gastric illness. Individuals with PWS know they're not supposed to eat "out of bounds" foods; they simply cannot overcome their biochemical urge to eat.

If teachers provide snack items during the day, those snack items must be kept in another area, such as another classroom or the office until use, or kept within the same classroom in a cupboard or storage area that is clearly locked. Children's backpacks which contain their lunch boxes or snacks should be kept in an area that is not visible or accessible to the student with PWS. Some teachers keep lunch boxes in one large, closed trash barrel outside the classroom. It is realistic and manageable to make these relatively minor changes to accommodate the student with PWS in order to free his mind to learn.

While there may be a few children with PWS who do have the limited ability to manage their behavior around food, having any food visible to them while in the classroom will severely interfere with their ability to focus, concentrate, and learn. It is therefore far better to err on the safe side and get all food products out of the classroom setting.

For more information about Prader-Willi syndrome or to speak with someone about how to organize or manage your classroom to assist your student with Prader-Willi syndrome, please visit Prader-Willi Syndrome Association (USA)'s website at www.pwsausa.org or call 800-926-4797.



USA
PRADER-WILLI SYNDROME ASSOCIATION
Still hungry for a cure.

Food Security and Students with Prader-Willi syndrome (PWS):
Some Recommendations



Monitoring and limiting the calories a student with Prader-Willi syndrome (PWS) receives during the school day is essential. Access to food beyond what is sent with the student by a parent puts a student with PWS at risk for potentially life threatening medical complications. Monitoring and managing food availability in the classroom is not a matter of choice for a student with PWS. It is a medical necessity. The most common source of high calorie, unmonitored food in the classroom usually comes in the form of the traditional homemade "snack" sent to school by a parent to celebrate their child's birthday or a holiday. Schools serving students with PWS need to develop a homemade snack policy that keeps all students safe.

It is important to note that poor management of food access for a student with Prader-Willi Syndrome will often result in an increase in behavioral problems because as the child's focus on food increases their anxiety level increases as well. In time, this is likely to lead to acting out behaviors. Even in a situation where a student has a separate snack the child with PWS will fixate (often unknowingly to teachers and staff) on the snack all the other children are receiving raising the level of anxiety the student is feeling. And, the experience also reinforces a sense of separation from her peers which raises anxiety as well.

For these reasons we recommend the following based on "best practices" of working with schools and students with PWS across the country on the issue of home-made school snacks:

1. **Eliminate all snacks brought to school by parents as part of a school nutritional policy.** As you know, we face an obesity crisis among young people in the United States and home-made snacks brought into school for birthdays and other celebrations are notorious for being very unhealthy (lots of sugar, empty calories, etc.) so their elimination would reduce the exposure your students have to non-nutritious snacks. The occasion for ending home-made snacks in schools would be a great educational tool for families and I'm sure would also find support with parents of children with obesity issues, food allergies, and conditions such as diabetes. It would be a benefit to all your students.

“Successfully Supporting People with Prader-Willi Syndrome: A Handbook for Professionals”

By Jo Anne Nugent

These types of environmental modifications will help reduce the behaviors of the child while reducing his/her anxiety levels. This will lead to a much calmer and more pleasant classroom.

- Be aware of the child’s menus and stick to them.
- If the child says she/he has missed a meal or snack, check this out with the parent before giving the child food.
- In the classroom, put all lunches and snacks in a locked cupboard.
- Avoid keeping treats on the teacher’s desk.
- Purses and other sources of money such as a petty cash should be locked away.
- Adults should not enter the classroom with beverages.
- Monitor the child’s behavior with non-edibles such as glue, cleaning products, etc. If the child tries to eat these items, lock them up.
- Ensure that other students and their parents understand that there are strict rules around food: don’t have food sitting in the classroom, don’t “share” food with the child who has PWS, don’t send unexpected treats in for the children in the class, inform the teacher if treats are being sent in for a special occasion so that plans can be made to accommodate the child with PWS.
- If snacks are eaten in the classroom, clear away all leftovers promptly.
- Remove food garbage from the classroom.
- Control visual stimuli related to food – don’t post pictures of food, use food to represent alphabet letters, have magazines/books with food, or use food in craft projects.
- Control smells related to food as well.
- Avoid using food in lesson plans when teaching concepts such as measurements, colors, etc.
- If there are any pets in the classroom, put their food away.
- During holidays, steer class conversations away from food and concentrate on activities.
- Plan how to deal with Halloween, a particularly food oriented occasion – children might be given non edibles such as small toys or healthy foods such as sugarless candies for treats.
- Monitor food garbage in the lunchroom and on the playground.
- Before going on outings or field trips, plan how the food issue will be dealt with.
- If the child rides the school bus, his/her lunch should be given to the driver for safekeeping and passed to a teacher upon arrival.
- If a mistake occurs and the child does overeat, don’t blame him/her. Just return to the basic routines. **Inform the parents if this has happened.**

Helping the Student with Prader-Willi Syndrome Be Safe around Food in the School Setting

Prader-Willi syndrome (PWS) is a disability caused by a defect on the 15th chromosome. It causes the area of the brain called the hypothalamus not to work properly. When a student with PWS eats, the message of fullness does not reach their brain – they are always hungry. This urge to eat can vary in intensity for each student. However, since food and/or money (which help them to buy food) are present in every environment, these students may face the constant urge to seek food and may go to extreme measures to obtain it. This drive is something they cannot control. With proper supports and measures however they may be able to learn strategies that will help them manage this extreme need for food. **There should never be extra food in the classroom or should there be other people eating food that the person with Prader-Willi is not allowed to have. This causes high anxiety and can result in behavior problems.**

There are 2 major health risks associated with over eating and binge eating that can cause life threatening situations for these students. These include choking and the rupturing of their stomach. It is rare for a student with PWS to vomit and if this occurs could indicate a serious medical situation. All cases of binge eating or vomiting should be reported to the students' parents or guardians immediately.

Goals:

1. The student will be healthy, safe and successful around food in the school environment.
2. The student will receive supports and assistance that will help him/her to make good choices in situations where food, and/or money may be present.
3. The student will follow the rules by keeping his/her hands off of others belongings.

Necessary Supports:

1. The student will have 1:1 supervision in all environments during his school day.
2. **The student will eat his lunch in a classroom where there is no food access with a friend daily.**
3. The student will avoid areas where there may be known temptation to food – teacher's lounge, **cafeteria**, vending machines, secretary/teacher food sources (candy dishes, visible food ...)
4. All staff of the school will receive written and/or onsite training about Prader-Willi syndrome.
5. The student will be provided low calorie meals and snacks as dictated by a written prescription from the student's physician and is included in his IEP.
6. Any changes in routine – especially ones that may impact or be perceived to impact the timing of snacks or meals should be discussed with the student. A visual representation of changes including the new/changed time for food should be communicated.
7. The student will have a behavior support plan that teaches and emphasizes appropriate behavior stated in a positive, supportive way.
8. In the event that the student steals food and/or money, physical force will not be used to retrieve the items. Strategies such as trading, sharing (ask him/her to share ½), and/or returning the stolen items should be used.
9. In cases where the student's food drive is very strong, staff may be asked to provide extra security measures – remove all visible food, lock classroom doors while not in the classroom, lock teacher lounge door or keep food out of site when a door may be opened.
10. Some students leave the school site during the lunch hour time. They may eat their lunch with a friend at a park and/or go to an off site location (library, park ...) to avoid the temptation of eating/stealing others food.
11. Staff will provide supervision around all sources of garbage where discarded food is present. If possible, garbage cans should be emptied prior to the students' arrival in that classroom.
12. All staff should be trained in the Heimlich maneuver.

Sample Behavior Support Plan:

Background: Student A is a 13 year old with PWS. He has a very strong food drive and has been found to steal food and money from staff and fellow students at home and school. He also will take food that has been discarded in the garbage in the cafeteria as well as the classroom setting. He does have a 1:1 assistant but he will take any opportunity to bolt away from his aide and try to obtain food. He will become very irrational and upset when food is taken away or he fears that food will be taken away. He has become aggressive to those he fears are taking his food away. He is at risk for choking since he will consume stolen food very fast in order that it not is taken away. He requires a low calorie diet and all food consumed by him must be monitored and reported to his case manager.

HELPING WITH DIET MANAGEMENT

Children With Prader-Willi Syndrome at School

Karen Murphy, M.S., R.D. - Betty Lucas, MHP, R.D. - University of Washington, Seattle, Washington

What is Prader-Willi Syndrome (PWS)?

Prader-Willi Syndrome (PWS) is a genetic disorder characterized by hypotonia (low muscle tone) and poor feeding in infancy, incomplete puberty, short stature, behavior problems, and some degree of mental retardation or learning disability. Poor eating and even failure to thrive due to hypotonia in the early months may later become preoccupation with and a powerful drive for food, often resulting in extreme obesity.

Children with PWS are typically sociable, outgoing and good-natured with a desire to please adults. Most have a good sense of humor and a strong sense of empathy. They can also be persistent, perseverative, stubborn and very self-centered. Transition and change can be challenging for them.

A noninherited birth defect, it is estimated to affect 1 in 12,000 to 15,000. PWS is found in both sexes and is not associated with any specific racial/ethnic groups, socioeconomic classes or geographical regions.

What are the Nutrition Concerns?

Most children with PWS are unable to "feel full". Thus they have a continuous urge to eat, and they will eat as long as food is available. Since their appetite is never satisfied, excessive weight gain can begin in early childhood unless intervention is provided.

Children with PWS have been found to have lower energy (calorie) needs compared to children of similar age, height and sex. Therefore, a lower energy intake is required to maintain appropriate weight for height. To accomplish this, these children need constant and very careful supervision at all times around food. Children with PWS are extremely clever and quick at obtaining food.

Excessive weight gain can lead to medical problems such as diabetes, heart disease and asthma. These conditions tend to appear during adolescence unless weight is controlled by intervention involving all caregivers. If weight gain reaches morbid obesity, it can be life-threatening.

What are the School Issues Related to Nutrition and Eating Behavior?

Most children with PWS must be supervised at all times, food is everywhere today. This includes supervision before, during and after school, during lunch and between classes. Without supervision, the child may be able to take food from others, search through trash cans, pilfer food from a cupboard or refrigerator, or buy it from a vending machine or school

store. Older children may steal money to buy food, get peers to get them food, or accept food their classmates don't want.

Some preschools and most Head Start programs serve food family style (i.e., food is placed on the table and children serve themselves). This can cause a problem for children with PWS because, unsupervised, they can serve themselves large portions of food. They will require help and very careful supervision to see that their servings are appropriate for their energy needs.

Adolescence with more independence brings even greater challenges in managing their access to food, both at home and at school. Providing supervision of food and diet while allowing them opportunities to make good food choices can help set the stage for lifelong success.

Can a Child with PWS Participate in the School Lunch Program?

Yes, all children with special needs are assured a modified school lunch, if needed, according to Section 504 of the Rehabilitation Act of 1973 and the current Individuals with Disabilities Education Act (IDEA). A written prescription for the child's modification can be obtained from a medical provider. The diet prescription should include the child's medical condition, why it restricts his or her diet, and appropriate substitutions (e.g., changing texture, omitting foods, altering energy intake).

Receiving modified school meals that are reduced in energy is very appropriate for children with PWS. If local schools or districts are not familiar with modified school meals, parents and educators should contact the state USDA Child Nutrition Program (National School Lunch and Breakfast Programs) in their state education agency. Some states have developed forms for modified meals that can be given to the medical provider.

Children with PWS have an energy requirement of approximately 8-9 kilocalories per centimeter (kcal/cm) of height for weight loss, and 10-11 kcal/cm for weight maintenance. This is approximately 20-30% less than their same age and sex peers. Although the ranges of appropriate intake vary, the majority of them will have a specific energy amount that they are to be served at each meal. For example, a child may need a 200 calorie breakfast, 300 calorie lunch, and one 100 calorie snack during the school day. There are many ways to reduce the energy level in the school lunch and still provide similar foods. See accompanying chart for specific examples.

SECTION 23:

DICTIONARY OF TERMS

DICTIONARY OF SPECIAL EDUCATION TERMS

Accommodation: Generally, an adaptation or modification that enables a student with a disability to participate in educational programming, for example, complete school work or tests with greater ease and effectiveness, by enabling him or her to participate in the activity, to the extent possible, as if he or she were nondisabled. Does not alter expectations and create a different standard for children with disabilities than for those without disabilities.

Adaptive behavior: Behavior that displays an age-appropriate level of self-sufficiency and social responsibility: domains of adaptive behavior include: (a) independent functioning, (b) physical development, (c) economic activity, (d) language development, (e) numbers and time, (f) vocational activity, (g) self-direction, (h) responsibility and (i) socialization.

Age of Majority: When a child turns eighteen, he/she is legally considered an adult and is afforded all educational rights previously held by parent unless conserved by court of law.

Applied Behavioral Analysis (ABA): A method of analyzing behavior into component parts to determine where a child (or an adult) fails to perform, and therefore permitting extra training to be applied to those specific parts; a method of using simple rewards and reinforcers to help train components of behavior.

Assessment: Broader than testing and typically includes gathering and integrating information to determine a student's current level of emotional, behavioral, academic and intellectual functioning, resulting in educational needs and strategies for remediation to promote effective treatment programming. Parent permission required.

Assistive Technology: 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 a child with a disability. The term does not include a medical device that is surgically implanted, or the replacement of such device.

Assistive Technology Service (AT): Any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device.

Augmentative and Alternative Communication (AAC): Communication by means other than speech.

Augmentative Communication: Communication through enhanced use of an individual's residual expressive communication skills, e.g., speaking skills, sometimes distinguished from alternative communication, involving no use of speech.

Augmentative Communication Device: Computerized communication devices with vocal output used by individuals who cannot communicate readily or at all through speech or writing, typically because of severe cognitive or physical impairments.

Augmentative Communication System: Used by individuals unable to communicate readily or at all through speech or writing, typically because of severe cognitive or physical impairments. Types of systems include manual (gestures and sign), communication boards, and high-tech dedicated communication devices.

Baseline: The beginning point for measurement, prior to intervention or treatment, necessary to determine in order to measure effectiveness of the intervention or treatment.

Behavioral Emergency: The demonstration of a serious behavior problem (1) which has not previously been observed and for which a behavioral intervention plan has not been developed; or (2) for which a previously designed behavioral intervention is not effective. Approved behavioral emergency procedures must be outlined in the special education local planning area (SELPA) local plan.

Behavioral Emergency Report (BER): A BER is completed following a behavioral emergency and shall include all of the following: the name and age of the individual; the setting and location of the incident; the name of the staff or other persons involved; a description of the incident and the emergency intervention used, and whether the individual is currently engaged in any systematic behavioral intervention plan; and details of any injuries sustained by the individual or others, including staff, as a result of the incident. This report shall immediately be completed and maintained in the individual's file following a behavioral emergency intervention. The parent and residential care provider, if appropriate, shall be notified within one school day whenever an emergency intervention is used or serious property damage occurs. All "Behavioral Emergency Reports" shall immediately be forwarded to, and reviewed by, a designated responsible administrator.

Behavioral Intervention: The systematic implementation of procedures that result in lasting positive changes in the individual's behavior.

Behavior Intervention Case Manager (BICM): BICM is a certificated person specifically authorized by the SELPA Director who has determined that the person has met SELPA evidence of documented training in positive behavioral interventions. This is in CA Ed code only, not in federal law or federal regulations.

Behavioral Intervention Plan (BIP): A BIP is a plan that is developed for behavior that impedes learning. Note: *The U.S. Dept. of Educ. Specifically declined to provide criteria or procedures for considering positive behavioral interventions.* (71 Fed. Reg. 46683 (August 14, 2006).) The BIP is part of an IEP. This is in CA Ed code and in federal law/regs. Note: *California refers to a BIP under Federal law as a BSP.* See BSP definition for further information.

Behavior Support Plan (BSP): A BSP is a behavior plan delineating what staff will do to change problem behavior. It is based on the analysis of the function of the behavior. It includes positive proactive components to support desired positive behaviors, how to teach Functional Equivalent Replacement Behaviors (FERBs) and what reactive strategies to use if problem behavior occurs again. It provides for on-going progress monitoring of the student's skill acquisition, decline in problem behavior and use of the FERB. For a student with an IEP, the BSP is a supplementary aid and support to maintain Least Restrictive Environment. LRE support is a legal requirement before more restrictive environments are considered. IDEA and Federal Regulations require consideration of strategies, including positive behavioral interventions when behavior impedes the learning of the student peers. A BSP is this consideration. (Note: In California, using the term BSP differentiates it from the data driven, CA required PBIP.)

Board Certified Behavior Analyst (BCBA): A BCBA has taken five or more courses in applied behavior analysis, fulfilled supervised field experience, and passed a comprehensive record review and written exam given by the national Behavior Analysis Certification Board. (See: <http://www.bacb.com/>) SELPAs may accept a BCBA certification as evidence of sufficient positive behavioral intervention training to serve as BICMs without requiring further training. Some SELPAs require BCBA staff to fulfill additional SELPA requirements, while others accept BCBA as BICMs with no further requirements.

California Alternate Performance Assessment (CAPA): The alternate assessment within STAR (California Standardized Testing & Reporting) Program for children whose IEP teams determine alternate assessment is appropriate for students with significant cognitive disabilities.

California Children's Services (CCS): A state program for children under 21 with certain health conditions such as: cerebral palsy; spina bifida; muscular dystrophy; ontogenesis imperfect; rheumatoid arthritis; spinal cord injuries; arthogyroposis; or head injuries, that require specific medically related services or health care.

California English Language Development Test (CELDT): A state test of English language proficiency used to identify students who are limited English proficient. The test is given annually until they are reclassified as fluent English proficient.

California High School Exit Exam (CAHSEE): As of July 1, 2009, special education and 504 students are no longer required to pass the CAHSEE in order to earn a high school diploma provided they have satisfied all other state and local graduation requirements. However, they are required to take the CAHSEE in their 10th grade year. This shall remain in effect until the State Board of Education approves an alternative assessment process for these pupils.

California Modified Assessment (CMA): STAR option designed to assess students whose disabilities preclude them from achieving grade-level proficiency on content standards with or without accommodations.

Child Find (Search and Serve): The requirement that places an affirmative duty on local educational agencies (LEAs) and intermediate educational units (IEUs) to identify, locate and evaluate all children with disabilities within their jurisdictions 3-22. Each statewide system of early intervention services must include a comprehensive child find system that guarantees that infants and toddlers (0-2.11) who are eligible for services are identified, located, and evaluated. A requirement similar to that of the IDEA applying to school districts under Section 504 requires districts to annually "undertake to identify and locate every qualified individual with a disability residing in the district's jurisdiction who is not receiving a public education."

Cochlear Implant: An electronic auditory device intended to give an individual who is deaf or has a severe hearing loss or profound hearing loss the sensation of sound; made up of external parts worn outside the body and internal parts implanted surgically. External parts include a microphone headset (encased in what looks like a behind-the-ear hearing aid case), external transmitter coil and a speech processor responsible for turning sound into electric current; internal parts include an internal receiver surgically implanted in the mastoid bone behind the ear and magnetically attracted through the skin to the external transmitter.

Community Based Instruction (CBI): A model for delivery of instruction in which the IEP goals are met in a "natural" age-appropriate setting. For example, math, sequencing, travel, and social skills may all be developed in the setting of a trip to the grocery store.

Curriculum-based Measurement (CBM): Series of incremental assessments of what a student has learned.

Department of Rehabilitation (DOR): The California Department of Rehabilitation (DOR) administers the largest vocational rehabilitation program in the country. DOR's mission is to provide services that assist people with disabilities to live independently become employed and have equality in the communities in which they live and work. DOR provides consultation, counseling and vocational rehabilitation, and works with community partners to assist their clientele.

Designated Instruction Services (D.I.S.): Those services as defined by Federal and State laws which may be needed by students to make adequate progress per IEP expectations. Also referred to as related services i.e. transportation, and such developmental, corrective, and other supportive services (including speech pathology and audiology, psychological services, physical and occupational therapy, recreation, including therapeutic recreation, social work services, counseling services, including rehabilitation counseling, and medical services, except that such medical services shall be for diagnostic and evaluation purposes only).

Diagnostic and Statistical Manual of Mental Disorders (DSM-IV): The statistical and clinical nomenclature system of the American Psychiatric Association, the fundamental system of medical diagnosis of mental disorders that is the standard in the medical community; categorical classification of mental disorders based on conformance of behavior observed by trained clinician to those identified as elements of a specific classification; diagnoses the presence of a disorder, not its etiology.

Discrepancy (related to eligibility): A difference between two tests, measuring intellectual ability and achievement used to determine eligibility for specific learning disability.

Discrete Trial Training (DTT): A method of breaking down functions into single steps which are rewarded on a trial-by-trial basis.

Do Not Report (DNR): A box that can be checked on an IEP form to indicate a service is listed more than once on an IEP. When a CASEMIS report is run, each service may only be counted once. However, under certain circumstances, a service may be listed more than once to lend clarity to the offer of FAPE. For example, a student may receive Language and Speech services as small group therapy and the LSH may be working individually with the student to develop a communication board. Both services are considered "Language and Speech," but the IEP team may decide to list them separately to clearly describe each service. In this case, the service with the least amount of time should have the DNR box checked in order to avoid a CASEMIS error.

Due Process: The process that either a parent or school district (or similar public agency) may initiate to resolve a disagreement about the identification, evaluation, educational placement, or provision of free appropriate public education (FAPE) for a child with a disability or suspected of being disabled under the IDEA. Each public agency must establish, maintain, and implement procedural safeguards that ensure that due process requirements are met.

Early Intervention Services: Specific types of services and supports which infants and toddlers with a disability (0-2.11) receive.

English Language Learner (EL): Students for whom parents indicate a language other than English as primary for student on home language survey and receive confirmation by CELDT assessment.

Extended School Year (ESY): Additional instruction beyond the normal school year, conducted during the school breaks. IEP team determines individual need related to regression, recoupment patterns and the need for ESY to ensure FAPE.

Federal Handicap Indicator Code (FHI Code): Areas of student eligibility for special education (intellectual disability, hard of hearing, deafness, speech or language impairment, visual impairment, emotional disturbance, orthopedic impairment, other health impairment, specific learning disability, deaf-blindness, multiple disability, autism, traumatic brain injury).

Foster Family Home (FFH): 24 hour care and supervision in the licensee's family residence for no more than six children.

Free Appropriate Public Education (FAPE): Entitles a public school child with a disability to an educational program and related services to meet his/her unique educational needs at no cost to the parents; based on IEP; under public supervision and meeting state standards.

Functional Analysis Assessment (FAA): FAA is a detailed and highly prescribed process of data collection and subsequent analysis of what is supporting the serious behavior. It occurs prior to plan development, and is revised during the Positive Behavioral Intervention Plan (PBIP) implementation as need arises. FAA is one form of functional behavioral assessment. CA Ed code only, not in federal law/regs. An FAA requires a signed assessment plan.

Functional Behavioral Assessment (FBA): An evidence-based, analytical process based on observations, review of records, interviews and data analysis. It strives to determine the immediate and immediate past antecedents and consequences supporting the problem behavior. This assessment is the first step in designing function-based interventions that promote educational success. FBA is necessary prior to identifying a functionally equivalent replacement behavior. The function of a behavior will be to either 1. Get something or 2. Reject something. FBA is required in IDEA 2004 and Federal Regulations in a disciplinary context for students with IEPs, when the behavior has been determined to be a Manifestation of the Disability.

General Education: As distinguished from special education, an established curriculum of academic subjects. Also includes extracurricular activities, lunch, recess, etc.

Generalization: Ability to apply a skill or behavior learned in one setting to another setting or ability to apply a learned skill or behavior in similar situations.

Health Assessment: In connection with school health services, the collection and analysis of information about the health situation of a student with a disability to determine his or her need for health-related supportive services.

Inclusion: Generally means integration of a student with a disability in general education with his or her chronological age peers up to 100% of his or her school day.

Independent Educational Evaluation (IEE): 1. An evaluation of a child by a non-school district employee that parents may obtain as a right under the IDEA and possibly at district expense. 2. An IEE is conducted by a qualified examiner who is not employed by the public agency responsible for the evaluation of the child in question.

Individual Program Plan (IPP): An annual-reviewed record of program and service needs provided by the Regional Center (i.e., respite care, behavior management training, supported employment, living skills etc.)

Individual Transition Plan (ITP): A transition plan is the section of the Individual Education Plan (IEP) that outlines student's measurable post secondary goals (mpsg's) and services for the student based on age appropriate assessments and becomes a part of the IEP that will be in effect when the student turns 16. The Individual Transition Plan (ITP) is the template for mapping out long-term adult outcomes (mpsg's) from which annual goals and services are defined. The ITP is updated annually to reflect the student's current preferences, interests and needs.

Individualized Education Program (IEP): The cornerstone of the IDEA, a written document, ideally developed in a collaborative and cooperative effort between parents and school personnel that describes the disabled child's abilities and needs and prescribes the placement and services designed to meet the child's unique needs.

Individualized Family Service Plan (IFSP): See Early Intervention Program. Also includes services the family will receive. Birth through 2.11 years of age.

Individuals with Disabilities Education Act (IDEA 2004): Federal law that provides for special education and related services to eligible children with disabilities.

Individualized Education Planning (IEP) Meeting: The IEP meeting was created to provide a decision-making context for educators and parents that would enable them to review a student's identified needs and develop an educational plan to provide special education programs and services that address those needs in an appropriate setting and that provide an "educational benefit".

Informed Consent: 1. Generally, consent given after full disclosure of all the information a reasonable person would require to make an intelligent decision. 2. In connection with the IDEA, understood to mean parental consent that meets the requirements set out in Part B regulations at 34 CFR § 300.500(a): "(1) The parent has been fully informed of all information relevant to the activity for which consent is sought, in his or her native language, or other mode of communication (2) The parent understands and agrees in writing [to the carrying out of the activity]...(3) The parent understands that the granting of consent is voluntary...and may be revoked at any time..."

Job Coach: An individual who supports and supervises an individual with a disability in supported employment by accompanying the disabled individual to the work site for intensive on-site job skill training, observation and supervision.

Local educational agency (district): LEA

Learning Modalities: The pathways through which students learn - i.e. visual, auditory, kinesthetic [sense] etc.

Least Restrictive Environment (LRE): Generally, the appropriate placement for a child with a disability that most closely approximates where the child, if nondisabled, would be educated; not necessarily the regular education classroom and not synonymous with inclusion or mainstreaming. Whenever there is a reasonable likelihood that a student with a disability can be educated appropriately in a regular classroom with the use of supplemental aids and services, then a regular classroom placement should be tried.

Low Incidence: Students with more involved disabilities in the areas of hearing, vision, hearing and vision, and hearing, vision and orthopedic disabilities.

Low Incidence Disability: A student who has a hearing, visual or severe orthopedic impairment, that even with amplification; correction; or modification respectively, adversely affects educational performance.

Low Incidence Funds: Funds that may be accessed through a committee process to purchase specialized equipment/curriculum for students who have a low incidence disability.

Mainstreaming: Not a formal term, but common jargon in the educational community typically accepted as meaning the placement of a child with a disability alongside nondisabled children in the regular education setting for a % of total day; less preferred term for inclusion or full inclusion.

Manifestation Determination: The evaluation of the relationship between a student's disability (IDEA or 504) and act of misconduct that must be undertaken when a district proposes to take specified disciplinary actions that may result in a change of placement (See Behavior Intervention Manual).

Modification: Changes in the delivery, content, or instructional level of a subject or test which result in altered expectations and create a different standard for children with disabilities than for those without disabilities.

Monitoring and Compliance: Office of Special Education Programs (OSEP) (Federal) ongoing assessment of system effectiveness to ensure that state educational agencies (SEA's) meet their responsibility to ensure that all the requirements of Part B are carried out. At the district level, self reviews and verification reviews are examples of focused monitoring conducted by the state to meet OSEP requirements.

Natural Environment: In connection with the provision of early intervention services to children with disabilities under Part C (ages 0-2.11), the type of setting, such as the home, preschool or child care setting, which is natural or normal for the child's age peers who have no disabilities.

No Child Left Behind Act of 2001 (NCLB): Legislation reauthorizing the Elementary and Secondary Education Act of 2001 (ESEA), and codified at 20 USC 6301, et seq. In amending ESEA, the No Child Left Behind Act overhauled existing federal efforts to support elementary and secondary education. NCLB was designed around four essential components: accountability for results; an emphasis on scientific research; expanded parental options; and expanded local control and flexibility.

Non-Public Agency (NPA): A private business or individual that may be contracted by a district to provide related services necessary for an individual with exceptional needs to benefit educationally from the pupils' educational program pursuant to an individualized education program and that is certified by the California Department of Education. The nonpublic agency shall also meet standards as prescribed by the superintendent and board.

Non-public School (NPS): A private school where a child whose needs cannot be served within the special education programs offered within the SELPA may be placed pursuant to an individual educational program. A NPS placement is considered one of the most restrictive placements and must be certified by the CA Department of Education.

Orientation and Mobility (O&M): A related service - a child with visual impairments is trained to know where his or her body is in space and to move through space.

Part B of the IDEA Regulations: Sets out the state formula grant program that requires each state receiving federal financial assistance under the IDEA to develop a State plan to ensure provision of FAPE to all disabled children residing within the state and contains a series of procedural safeguards designed to protect the interests of children with disabilities 3-22.

Part C of the IDEA Regulations: A discretionary program that addresses funding of regional centers to provide consultation, technical assistance and training services, as well as the special needs of particular groups of children with disabilities ages 0-2.11. SELPAs have a requirement of serving a certain number of low-incidence children based on their service level of infants in 1981.

Picture Communication Symbols (PCS): PCS are a set of color or black and white drawings originally developed by Mayer-Johnson Company for use in AAC (Alternative/Augmentative Communication) systems from high tech (dynamic screen devices) to low tech communication boards.

Positive Behavioral Intervention Plan (PBIP): A PBIP is a plan that is developed following a FAA for "serious" behavior by California Ed code definition. It is developed following the FAA summary presented by the BICM at the IEP team. The IEP team then develops the PBIP with BICM input. The PBIP is part of an IEP and must be developed by the team, not by the BICM alone. This is in CA Ed code only, not in federal law/regs. Requires specification of progress monitoring and plan alterations to be implemented until success is achieved.

Positive Reinforcement: Principle used in behavior modification in which a student is motivated to perform a desired target behavior by his or her receipt of a reward after performing the desired behavior.

Postsecondary Education: In connection with transition services under the IDEA, a post-school activity that includes: technical trade schools and vocational centers, public community colleges, and four-year colleges and universities.

Reinforcement: Reinforcement is when a behavior is increased or maintained by its consequences. Reinforcement may either be positive or negative.

Response to Intervention (RTI): RTI is a tiered process of instruction that allows schools to identify struggling students early in their education and provide appropriate instructional interventions. Early intervention means increased success and less need for special education services. RTI also address the needs of children who previously did not qualify for special education. This is usually a three-tiered approach in the areas of academics and/or behavior.

Reverse Mainstreaming: A program in which typically developing students are brought into a special education classroom at various times to participate in activities with special education students. Such programs allow children with disabilities to remain in familiar, structured surroundings while interacting with typically developing peers. It also increases awareness and acceptance of differences between children.

Screening: The first step in the assessment process, a fast, efficient way to identify students who may have disabilities and should undergo further testing. Screening includes "basic tests administered to or procedures used for all children in a school, grade, or class. The mass screenings used in connection with child find activities are not considered evaluations and thus are not subject to the prior parental notice and consent requirements that apply to pre-placement evaluations.

Services Plan: Defined by the IDEA regulations as a written statement that describes the special education and related services the LEA will provide to a parentally placed child with a disability enrolled in private school.

Speech Generating Device (SGD): Speech aids that provide individuals with severe speech impairments the ability to meet their functional speaking needs, usually digitized (pre-recorded) speech. SGD can be also interchanged with the terms, VOCA (Voice Output Communication Aid), or VOD (Voice Output Device).

Stand Alone Services: Once a student is eligible under one of the 14 handicapping conditions a student may receive the following services as a standalone service i.e., speech/language, adaptive p.e., transition or travel training without a base program such as SDC or RSP being in place.

Star Testing: STAR Testing (State Testing and Reporting) CAT 6, Standards Test, CAPA, CMA etc. Refer to Section III.

State Educational Agency (SEA): California State Department of Education (CDE)

The agency primarily responsible for the State supervision of public elementary and secondary schools. The state, through its SEA, has the ultimate responsibility for ensuring that eligibility requirements for federal funding are met. As a result, the state's obligation can extend to actually providing an appropriate placement for a child with a disability when his or her local education agency (LEA) is unable, or unwilling, to do so.

Summary of Performance (SOP): The SOP is a summary of a student's academic achievement and functional performance and must include recommendations on how to assist the student in meeting their postsecondary goals. The school/district is required to give the SOP to any student whose eligibility under special education terminates due to graduation with a regular diploma or due to exceeding the age of eligibility.

Surrogate Parent: An individual assigned by a school district (or similar public agency) to assume the rights and responsibilities of a parent under the IDEA when no parent can be identified for a particular child, the public agency cannot determine the parents whereabouts, or the child is a ward of the state or if the educational rights have been removed from the parent by the court.

Transition: Transition: educational code definition and CASEMIS on SEIS

30 EC 56345.1 - Definition of "Transition Services"56345.1.

(a) The term "transition services," as defined in Section 1401(34) of Title 20 of the United States Code and as used in subparagraph (B) of paragraph (8) of subdivision (a) of Section 56345, means a coordinated set of activities for an individual with exceptional needs that does all of the following:

(1) Is designed within an results-oriented process, that is focused on improving the academic and functional achievement of the individual with exceptional needs to facilitate the movement of the pupil from school to post school activities, including postsecondary education, vocational education, integrated employment, including supported employment, continuing and adult education, adult services, independent living, or community participation.

(2) Is based upon the individual needs of the pupil, taking into account the strengths, preferences, and interests of the pupil.

(3) Includes instruction, related services, community experiences, the development of employment and other post school adult living objectives, and, if appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.

Transition Services Codes (CASEMIS): (for use in annual service box on SEIS)

- College Awareness (820)
- Vocational Assessment, Counseling, Guidance, Career Assessment (830)
- Career Awareness (840)
- Work Experience Education (850)
- Job Coaching (855)
- Mentoring (860)
- Travel Training (870)
- Other Transition Services (890)

Travel Training: A service provided to a student who is having difficulty getting from one place to another within his/her environment. Primarily focuses on getting around in the individual's community, such as locating grocery stores, laundry facilities, navigating the local bus system, etc.

Triennial: Federal and State laws mandate special education students are assessed no later than every 3 years to determine current needs and continued eligibility. This assessment can be provided by a multi-disciplinary team and is presented to the IEP team including parents and student for consideration for eligibility placement and services.

Valley Mountain Regional Center (VMRC): Valley Mountain Regional Center serves children and adults with developmental disabilities in San Joaquin, Stanislaus, Amador, Calaveras and Tuolumne counties. Free diagnosis and assessment services are available to any person suspected of having a developmental disability, such as mental retardation, cerebral palsy, epilepsy, or autism. To qualify for ongoing supports and services, a person must be found to have a developmental disability which began before the age of 18 and is a substantial handicap. Early intervention services are offered to infants and toddlers (under age three) who are believed to be at high risk of developmental delay.

SECTION 24:

**STATE COMPLAINT
PROCEDURES/DUE PROCESS**

State Complaint Procedures

A complaint alleges that there has been a failure to implement a federal or state special education law or regulation by a public education agency. The complaint process is available for any student who has been referred, assessed, or identified for special education services.

Anyone who believes that there has been a violation of special education law or regulations may file a complaint. Complaints may include parents, school staff, organizations, and other interested parties.

The written complaint must specify at least one alleged violation of state and/or federal special education laws. The violation must have occurred not more than one year prior to the date the complaint is received by the California Department of Education (CDE).

When filing a complaint, the party filing a complaint must forward a copy of the complaint to the local education agency (LEA) or public agency serving the child at the same time the party files a state compliance complaint with the CDE. The state-level investigation and final report must be completed within 60 days of the CDE receiving the complaint unless an extension is granted due to exceptional circumstances. The final report may contain a timeline for resolving the problem.

Complaints alleging violations of federal and state special education laws or regulations may be mailed to:

California Department of Education (CDE)
Special Education Division (SED)
Procedural Safeguards Referral Service
1430 N Street, Suite 2401
Sacramento, CA 95814-5901

For complaints involving issues **not** covered by federal or state special education laws or regulations, the district's uniform complaint procedures are followed.

To obtain more information about dispute resolution, including how to file a complaint, contact the CDE, Special Education Division, Procedural Safeguards Referral Service, by telephone at (800) 926-0648; by fax at (916) 327-3704; or by visiting the CDE web site at <http://www.cde.ca.gov/sp/se>.

To obtain assistance from the San Joaquin County SELPA's Alternative Dispute Resolution program, call (209) 468-4925.

State Compliance Complaints that may result in direct state intervention

The California Department of Education (CDE) shall directly intervene without waiting for local educational agency investigation in certain situations. For complaints relating to special education, any one of the following shall be a condition for direct state intervention:

- The complainant alleges that a public agency, other than a local educational agency, fails or refuses to comply with an applicable law or regulation relating to the provision of free appropriate public education to individuals with disabilities.
- The complainant alleges that the local educational agency or public agency fails or refuses to comply with the due process procedures established pursuant to federal and state law and regulation; or has failed or refused to implement a due process hearing order.
- The complainant alleges facts that indicate that the child or group of children may be in immediate physical danger or that the health, safety or welfare of a child or group of children is threatened.
- The complainant alleges that an individual with a disability is not receiving the special education or related services specified in his or her individualized educational program (IEP).
- The complaint involves a violation of federal law governing special education or its implementing regulations.

The complaint shall identify the basis for filing the complaint directly to the CDE. The complainant must present the CDE with clear and verifiable evidence that supports the basis for the direct filing.

SPECIAL EDUCATION DUE PROCESS HEARINGS PROCEDURAL SAFEGUARDS

DUE PROCESS HEARING RIGHTS INCLUDE THE FOLLOWING:

1. The right to request a mediation conference at any point during the hearing process. The mediation process is not to be used to deny or delay a parent(s) or guardian(s) right to a due process hearing, or to deny any other rights afforded to parties. Attorneys and advocates are permitted to participate in mediation conferences scheduled after the filing of a request for due process hearing. (20 U.S.C. § 1415(e) (1); 34 C.F.R. § 300.506; Ed. Code § 56501, subd. (b)(2).)
2. The parent has the right to examine all school records of the child, and to receive copies of the records within five days of an oral or written request by the parent. A public educational agency¹ may charge no more than the actual cost of reproducing the records, but if the cost effectively prevents the parent from exercising this right, then the parent is entitled to receive a copy or copies at no cost. (20 U.S.C. § 1415(b)(1); 34 C.F.R. § 300.501(a)(1)(i); Ed. Code § 56501, subd. (b)(3).)
3. The parents' right to have the pupil who is the subject of the state hearing present at the hearing. (34 C.F.R. § 300.509(c)(1)(i); Ed. Code § 56501, subd. (c)(1).)
4. The parents' right to open the state hearing to the public. (34 C.F.R. § 300.509(c)(1)(ii); Ed. Code § 56501, subd. (c)(2).)
5. The parents' right to an interpreter at no cost if their primary language or mode of communication is other than English. (20 U.S.C. § 1415 (b)(4); 34 C.F.R. § 300.501(c)(5).)

MAINTENANCE OF CURRENT EDUCATIONAL PLACEMENT (STAY PUT)

A child shall remain in his/her current educational placement while due process hearing proceedings are pending, unless the parents and the State or local educational agency, agree to a different placement. This provision is subject to certain exceptions in disciplinary matters involving the child. (20 U.S.C. § 1415(j); 34 C.F.R. § 300.514; Ed. Code § 56505 subd. (d).)

¹ Public educational agency includes, but is not limited to, a school district, SELPA or LEA.

RESOLUTION SESSION

Prior to the setting or conduct of any due process hearing, and within 15 days of receiving notice of the complaint, the public educational agency shall convene a resolution meeting. The meeting shall include the parent(s), a public educational agency representative, and relevant member(s) of the IEP team who have specific knowledge of the facts of the complaint. The purpose of the meeting is to provide an opportunity for the parent(s) to discuss their complaint and its factual basis, and to provide the public educational agency an opportunity to resolve the complaint. If the complaint is unresolved 30 days after its receipt by the public educational agency, a due process hearing may be held and the applicable timelines shall begin. (20 U.S.C. § 1415(f)(1)(B)(i-iv).)

The resolution session may be waived only under two circumstances; (1) a written waiver signed by the parent(s) and public educational agency representative, or (2) agreement by the parties to participate in mediation. (20 U.S.C. § 1415(f)(1)(B)(i)(IV).)

CONDUCT OF THE HEARING AND RIGHTS OF PARTIES AT HEARING:

1. The hearing shall be held at a time and place reasonably convenient to the parent or guardian and the pupil. (Ed. Code § 56505, subd. (b).)
2. All parties to the hearing have the following rights consistent with state and federal statutes and regulations:
 - A. The right to be accompanied and advised by counsel and by individuals with special knowledge or training relating to the problems of children with disabilities. (20 U.S.C. § 1415(h)(1); 34 C.F.R. § 300.509(a)(1); Ed. Code § 56505, subd. (e)(1).)
 - B. The right to present evidence, as well as written and oral argument. (20 U.S.C. § 1415(h)(2); 34 C.F.R. § 300.509(a)(3).)
 - C. The right to confront, cross-examine, and compel the attendance of witnesses. (20 U.S.C. § 1415(h)(2); 34 C.F.R. § 300.509(a)(2); Ed. Code § 56505, subd. (e)(3).)
 - D. At their option, parent(s) or guardian(s) have the right to receive a written or electronic verbatim record of the proceeding at no cost to the parent or guardian. (20 U.S.C. § 1415(h)(3); 34 C.F.R. § 300.509(a)(4); Ed. Code § 56505, subd. (e)(4).)
 - E. At their option, parent(s) or guardian(s) have the right to receive the written or electronic findings of fact and decision, at no cost to the parent(s) or guardian(s). The findings and decision shall be made available to the public after any personally identifiable information has been deleted consistent with confidentiality requirements. (20 U.S.C. §

1415(h)(4)(A); Ed. Code § 56505, subd. (e)(5); 34 C.F.R. § 300.509(a)(5).)

- F. The right to receive from the other parties, **at least five (5) business days prior to the hearing**, a copy of all documents and a list of all witnesses and their general area of testimony, which the parties intend to present at the hearing. This shall include all assessments completed by that date and any recommendations based on those assessments that the parties intend to use at the hearing. (20 U.S.C. § 1415(f)(2)(A); 34 C.F.R. § 300.509(b)(1); Ed. Code § 56505, subd. (e)(7).)
- G. The right to prohibit the introduction of any evidence at the hearing not disclosed **at least five (5) business days prior to the hearing**. (20 U.S.C. § 1415(f)(2)(B); 34 C.F.R. § 300.509(a)(3); Ed. Code § 56501, subd. (f).)

REPRESENTATION AT DUE PROCESS HEARING

If either party to a due process hearing intends to be represented by an attorney at the state hearing, notice of that intent shall be given to the other party **at least ten (10) calendar days prior to the hearing**. Failure to provide the required notice shall constitute good cause to grant a continuance. (Ed. Code § 56507, subd. (a).)

WRITTEN DECISION UPON COMPLETION OF HEARING

Upon completion of the due process hearing, the Administrative Law Judge shall prepare a written, reasoned decision. The decision shall include reason(s) for any nonpublic school placement or agency services or reimbursement for any nonpublic school placement or agency services. The decision shall be mailed to all parties to the hearing within 45 days from the receipt of the request for a hearing. (20 U.S.C. § 1415(g)(2); 34 C.F.R. § 300.511(a).)

Either party to a hearing may request an extension from the Administrative Law Judge, which request shall be granted upon a showing of good cause. Any extension shall extend the time for rendering a final administrative decision for a period only equal to the length of the extension. (34 C.F.R. § 300.511(c).)

MEDIATION AND DUE PROCESS HEARINGS UNDER THE INDIVIDUALS WITH DISABILITIES EDUCATION IMPROVEMENT ACT OF 2004(IDEIA)

IDEIA provides for mediation and due process hearings to resolve disputes relating to the education of children with disabilities to ensure that each child receives a Free and Appropriate Public Education (FAPE) tailored to his/her unique needs. Attached is the form (referred to as the "Due Process Complaint Notice") you should use to request mediation and a due process hearing on behalf of a particular child. You should be aware that the IDEIA has very specific requirements regarding the information to be included on the request form. If the information requested is incorrect, incomplete or not provided, your request for a due process hearing may be delayed until the request form meets legal requirements. You should also be aware that the completed form must be served on all of the named parties you have identified.

BEFORE FILLING OUT THE FORM PLEASE TAKE THE TIME TO READ THE FOLLOWING EXCERPTS FROM APPLICABLE FEDERAL STATUTES:

The due process complaint notice shall include "the name of the child, the address of the residence of the child (or available contact information in the case of a homeless child), and the name of the school the child is attending..." (20 U.S.C. § 1415 (b)(7)(A)(ii)(I))

The due process complaint notice shall include "a description of the nature of the problem of the child relating to such proposed initiation or change, including facts relating to such problem...."(20 U.S.C. § 1415 (b)(7)(A)(ii)(III))

The due process complaint notice shall also include "a proposed resolution of the problem to the extent known and available to the party at the time." (20 U.S.C. § 1415 (b)(7)(A)(ii)(IV))

Either party now has the right to challenge the sufficiency of any Due Process Complaint Notice. (20 U.S.C. § 1415 (c)(2)(A))

The party filing the Notice is not entitled to a due process hearing if the Notice does not comply with 20 U.S.C. § 1415 (b)(7)(A). (20 U.S.C. § 1415 (b)(7)(B))

The determination of whether a Notice is sufficient and in compliance with the requirements of 20 U.S.C. § 1415 (b)(7)(A), shall be made by an administrative law judge solely on the content of the Notice. (20 U.S.C. § 1415 (c)(2)(D))

A party may amend its due process complaint notice only if: (I) the other party consents in writing and a Resolution Session is held; or (II) if permitted by the Administrative Law Judge. (20 U.S.C. § 1415 (c)(2)(E)(i))

All timelines, including those for a Resolution Session, start over upon the filing of an amended notice. (20 U.S.C. § 1415 (c)(2)(E)(ii))

REQUEST FOR MEDIATION AND DUE PROCESS HEARING FORM

IMPORTANT: This form is designed to assist parents in requesting mediation services and a due process hearing. Provide all information requested. Failure to provide all information may result in delay or dismissal of your hearing request. The Special Education Division will contact you regarding your hearing request.

STUDENT INFORMATION	PARENT INFORMATION
First and Last Name (Required)	First and Last Name
Street Address (Required)	Street Address
City, Zip Code (Required)	City, Zip Code
Date of Birth	Home Phone
Grade Level	Work Phone
School of Attendance (Required)	Fax
District of Attendance	

PARTIES TO BE NAMED

INSTRUCTIONS; Below, please list the Parties to be named in the Due Process Hearing Request. This includes any school district, county office of education or other public agencies responsible for providing services you feel should be a party in the hearing. (Use additional sheets if necessary)

Additional Party
Additional Party
Additional Party

BRIEF SUMMARY OF REASON FOR REQUEST

INSTRUCTIONS: Federal and state law require you describe with specificity the nature of the problem/complaint. Simply describing a problem as "Student denied FAPE for school year 2003-2004" is insufficient. Include facts, dates, references to specific IEP provisions, etc. Failure to identify specific problem(s) may result in the dismissal of this Due Process Hearing Request. Please attach separate sheets if necessary.

Problem(s) (Please number and list separately) :

1.

PROPOSED RESOLUTION OF THE PROBLEM STATED ABOVE

INSTRUCTIONS: Federal law requires that you provide a proposed resolution to each problem identified above. Again, you are required to be specific. Filling in the spaces below with "Provide a Free Appropriate Public Education (FAPE)" is insufficient. Please attach separate sheets if necessary.

Proposed Resolution(s) (Please number to correspond to problems listed)

1.

NECESSITY OF INTERPRETER

INSTRUCTIONS: If interpreter services are needed, please indicate below.

Language	Person needing interpreter services

STATEMENT OF SERVICE

INSTRUCTIONS: Federal and state law require you to send or deliver a copy of this form to each party named above. Additionally, send a copy to the Special Education Division and retain a copy for yourself. Please check the box below to indicate your compliance with this requirement. In the event a legal representative makes service, please attach a copy of the proof of service. If service was accomplished by other than first class mail, please describe the method of service.

- I have delivered or sent by First Class Mail a copy of this Request for Due Process Hearing form to all the above named parties. (Attach proof of service if applicable).

SIGNATURE OF PARTY REQUESTING HEARING

Signature of party requesting hearing	Date

Mediation Only Request Form

Important information you need to know before requesting a Mediation Only:

- Participation in a prehearing request mediation is voluntary. If one of the parties declines the opportunity to participate, the mediation cannot occur. However, either party still has the option of requesting a state level hearing.
- The law provides that attorneys and other independent contractors who provide legal advocacy services shall not attend or otherwise participate in a "prehearing request mediation." However, they may participate during all stages of the hearing process. This means that by requesting a mediation only you may not have an attorney or advocate present at mediation.
- The Special Education Hearing Office will assign your request to a specific mediator. All mediators are under contract with the Special Education Hearing Office and are experienced in the area of Special Education Mediation.

If you wish to file a request for Mediation only, complete and print a copy of this Mediation Only Request Form (NOTE: The required information must be provided for request to be processed.) and mail or fax to:

Office of Administrative Hearings, Special Education Unit
2349 Gateway Oaks Drive, Suite 200
Sacramento, CA 95833
Phone: (916) 263-0880 - Fax: (916) 263-0890

As soon as the completed request has been processed you will be notified by mail.

STUDENT INFORMATION:

NAME, First and Last (Required) _____

ADDRESS (Required) _____

DATE OF BIRTH _____

GRADE LEVEL _____

SCHOOL OF ATTENDANCE
(Required) _____

DISTRICT OF RESIDENCE
(Required) _____

Mediation Only Request Form

PARENT INFORMATION:

NAME, First and Last (Required) _____

ADDRESS (Required) _____

HOME PHONE () _____

WORK PHONE () _____

FAX () _____

LANGUAGE _____

PARTIES TO BE NAMED:

DISTRICT OF RESIDENCE
(Required) _____

ADDITIONAL PARTIES
(Required) _____

(Any other school district, including school of attendance, or public agency that is responsible for providing services that should be a party in the mediation and hearing.)

REQUESTING PARTY (Circle) (Required)

PARENT
SCHOOL DISTRICT
OTHER AGENCY

PARENT REPRESENTATIVE
SCHOOL DISTRICT REPRESENTATIVE

If the requesting party is not the parent, please complete the following:

NAME _____

ADDRESS _____

ORGANIZATION _____

PHONE () _____

FAX () _____

Mediation Only Request Form

BRIEF SUMMARY OF REASON FOR REQUEST (Describe the nature of the problem including all relating facts.)

PROPOSED RESOLUTION OF PROBLEM STATED ABOVE

OFFICE OF ADMINISTRATIVE HEARINGS
SPECIAL EDUCATION DIVISION
STATE OF CALIFORNIA

OAH Form 66; Rev. 10/06

**REQUEST FOR CONTINUANCE OF
DUE PROCESS HEARING AND/OR MEDIATION**

STUDENT NAME: _____ CASE NO.: _____
Due Process Hearing is currently set for _____
The Mediation Date is currently set for _____

- CHANGE MEDIATION DATE and CONTINUANCE OF DUE PROCESS HEARING**
The undersigned requests a change in Mediation date and a continuance of the Due Process Hearing in the above case. One or both of the parties are unable to attend the assigned Mediation date and request this continuance of the Due Process Hearing to effectively participate in mediation and permit adequate time to prepare for the due process hearing if mediation is unsuccessful. The parties understand that if OAH continues the Due Process Hearing, OAH will schedule a Telephonic Trial Setting Conference approximately two weeks after the mediation, to confirm Due Process Hearing Dates, if necessary. Three alternative mediation dates for consideration by the Office of Administrative Hearings within 30 days of the presently scheduled mediation date are listed below:

- CONTINUANCE OF DUE PROCESS HEARING**
The undersigned requests a continuance of the Due Process hearing date. (Please attach a declaration or Statement of Facts supporting your request. Attach a proof of service or other confirmation that the request was served upon or delivered to the other parties.)

If one of the parties wishes to *only* change the *mediation date*, they must contact OAH (916) 263-0890.

The signatures of all parties, or their representatives, reflecting agreement appear below.

If all parties do not agree, attach a proof of service or other confirmation that the request was served upon or delivered to the other parties.

(Signature of Parent/Representative)

Date

(Signature of District/Agency Rep.)

Date

(Signature of Other Party/Representative)

Date

SECTION 25:

IEP



IEPs

Place IEPs in chronological order with the most recent on top.
It may be helpful to place a sticky divider between each IEP so
you can reference them if needed.

