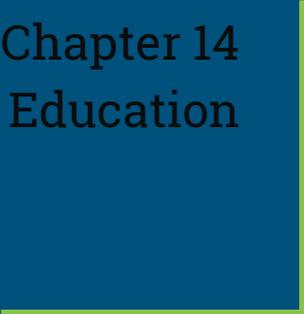




TERMINOLOGY IN THE WORLD OF SPECIAL EDUCATION

According to New Jersey Administrative Code
Title 6A:Chapter 14
Special Education



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The Allendale Public Schools provide a variety of specialized services for both general and special education students.



"A Tradition of Excellence"



WHERE DO WE BEGIN?

I&RS = Intervention and Referral Services (NJAC 6A:14:3.3)

General Education team and parent(s) review pupil's needs and develop an action plan to address identified concerns through general education interventions.

The action plan is reviewed, as needed, to determine effectiveness.

➔ At a follow up meeting, additional interventions may be considered or a referral can be made for a Section 504 Accommodation Plan or to the Child Study Team to determine eligibility for other services.

I&RS can be bypassed if it is determined that the severity of the student's needs is such that immediate referral is necessary.



THE REFERRAL PROCESS

NJAC 6A:14-3.3

What is a “referral”? Referral means the written request for an initial evaluation to determine whether a student is eligible for special education and related services.

Who may refer a student? Members of the school community who are involved with the child (e.g., the I&RS Team), the parent(s)/guardian(s) of the child, and outside personnel (e.g., Division of Child Protection and Permanency) may refer a student.

Upon receipt of the request, the Case Manager will invite the parent(s)/guardian(s) to an evaluation planning meeting to review and discuss the nature of the concerns.

Parent(s)/guardian(s) will receive a copy of the New Jersey Administrative Code Title 6A Chapter 14 Special Education (NJAC 6A:14) and the Parental Rights in Special Education (PRISE).

WHAT IS A CASE MANAGER?

(NJAC 6A:14-3.2)

The case manager is a School Psychologist, Learning Disabilities Teacher-Consultant, Social Worker, or Speech-Language Specialist (ESLS students). The case manager:

1. Is knowledgeable about the student's educational needs and program
2. Is knowledgeable about special education procedures and procedural safeguards
3. Has an apportioned amount of time for case management responsibilities
4. Is responsible for transition planning

The case manager coordinates the development, monitoring and evaluation of the effectiveness of the IEP, facilitates communication between home and school and coordinates the annual review and reevaluation process.

WHAT IS THE EVALUATION PROCEDURE? (NJAC 6A:14-3.4)

At the Evaluation Planning meeting, the Child Study Team members review existing data and input from the parent(s)/guardian(s) and teacher. Based on the presented information, the Child Study Team will indicate whether an evaluation to determine eligibility for special education and related services is warranted.

If so, the nature and scope of the evaluation is agreed proposed to the parent(s)/guardian(s) to try to obtain the consent. If evaluation is not warranted, other appropriate actions are suggested (such as referral to I&RS).

WHY WOULD A STUDENT BE EVALUATED?

To determine:

- Whether the student has a disability per guidelines of NJAC 6A:14
- The present levels of academic and functional achievement and related developmental needs, and educational needs of the student
- Whether the identified disability affects the student's ability to function in the school environment and therefore, the student needs special education and related services



WHAT ARE THE COMPONENTS OF INITIAL EVALUATION? (NJAC 6A:14-3.4)

A multidisciplinary assessment should be conducted to address all areas of suspected disability. Two members of the Child Study Team must be involved in the evaluation.

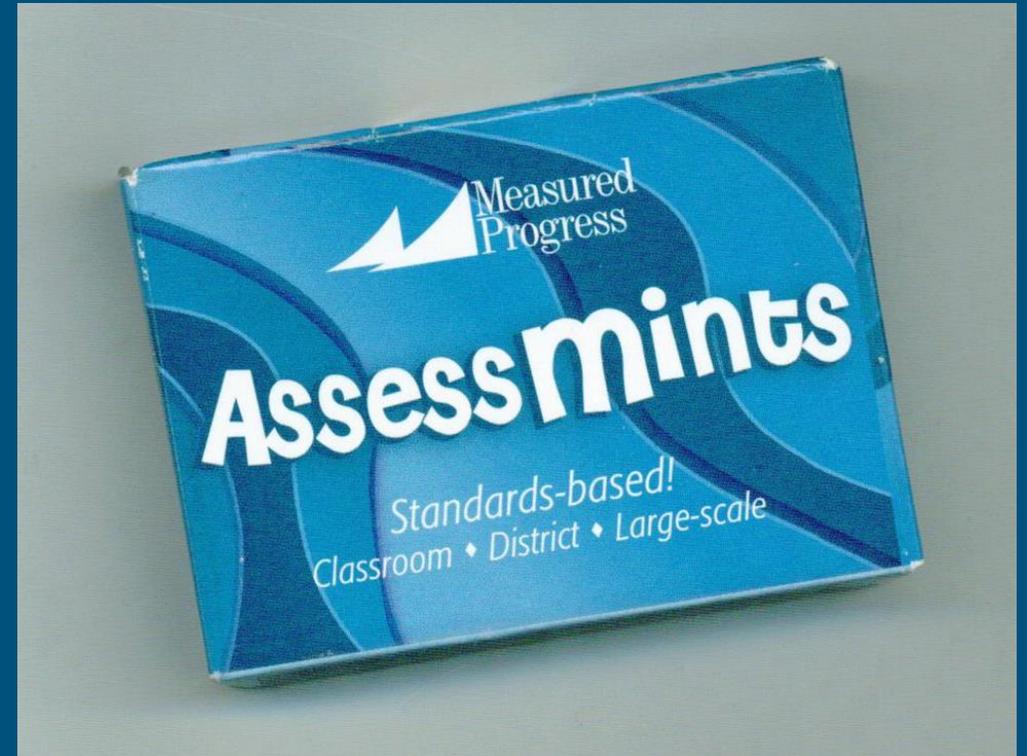
Evaluation shall:

- Be conducted in the student's language (whenever feasible)
- Abide by standards of validity, reliability and personnel certification requirements
- Include standardized tests, where appropriate
- Include functional assessment
- Include structured observation

The Child Study Team members have 90-calendar days to complete the assessments, send home copies of the reports, and invite the parent(s)/guardian(s) for an Eligibility Meeting.

Types of Evaluations

Educational
Psychological
Social/Developmental History
Speech/Language
Occupational Therapy
Physical Therapy
Behavioral



WHAT DOES IT MEAN TO BE ELIGIBLE?

(NJAC 6A:14 – 3.5)

Evaluations are reviewed to determine if pupil meets criteria for classification. An individual is “eligible for special education and related services” when it is determined the student has one of the 14 disabilities defined in NJAC 6A:14. The disability must adversely affect the student’s educational performance and the student must be in need of special education and related services.

At the conclusion of the Eligibility Meeting, the Child Study Team will provide the parent(s)/guardian(s) with a record of the evaluation summaries, the eligibility decision, and the rationale for the determination. The parent(s)/guardian(s) must acknowledge the decision and, if there is an eligibility, usually given the opportunity to immediately move on to the IEP meeting (otherwise, the meeting will take place within 15-calendar days).



WHAT CRITERIA IS USED TO DETERMINE ELIGIBILITY?

The student must qualify under all three of the following criteria in order to be determined eligible for special education:

- 1) Has a disability that corresponds to one or more of the disabilities defined in NJAC 6A:14-3.5 (c) 1-14
- 2) The disability adversely affects the student's classroom performance
- 3) Needs special education and related services



WHAT DOES IT MEAN TO BE INELIGIBLE?

If a student does NOT meet *all three* of the eligibility criteria, the student is determined to be ineligible for special education and related services. There are times when a student might have a diagnosis (i.e., Attention Deficit Hyperactivity Disorder), but it does not adversely affect the student's school-based performance and therefore s/he does not need special education.

In such situations, other options may be considered. For instance, a student might meet eligibility for Speech/Language Services only or for a Section 504 Accommodation Plan.



SECTION 504 ACCOMMODATION PLAN

The 504 committee looks at 3 specific components:

1. Is there a mental or physical impairment?
2. If yes, does the impairment affect a major life function/activity?
3. If yes, again, then the 504 team needs to determine if the limitation is *substantial*.

*Section 504 is covered under the American with Disabilities Act **NOT** the Individuals with Disabilities Act (IDEA)*

ELIGIBLE FOR SPEECH-LANGUAGE SERVICES ONLY



Students may be found Eligible for Speech-Language Services (ESLS) if they are found to have any one or a combination of the following disorders and meet the criteria specified in N.J.A.C. 6A:14-3.6:

ARTICULATION/PHONOLOGY (speech sound pronunciation)

LANGUAGE (receptive/expressive language and/or pragmatics)

VOICE (voice quality, pitch, resonance, loudness/duration)

FLUENCY (stuttering)

When a student is found Eligible for Speech-Language Services only, the Speech-Language Specialist will serve as Case Manager and will develop a Speech IEP.



WHAT IS AN IEP FOR SPECIAL EDUCATION? (NJAC 6A:14-3.7)

Individualized Education Program (IEP) means a written plan which documents present levels of academic achievement and functional performance, measurable annual goals and short-term objectives and describes an integrated, sequential program of individually designed instructional activities and related services necessary to achieve the stated goals and objectives. This plan establishes the rationale for the student's educational placement and serves as the basis for program implementation.

The Individuals with Disabilities Education Act (IDEA) indicates that each child who has been identified as a special education student must be provided with a free and appropriate public education (FAPE).

WHAT ARE RELATED SERVICES? (NJAC 6A:14 – 3.9)



Related services are provided, per the IEP, to address specific needs of the student.

THESE MAY INCLUDE, BUT ARE NOT LIMITED TO:

Counseling by school psychologists, social workers or school counselors

Speech and Language Services

Occupational Therapy

Physical Therapy

Social Skills

Transportation



WHAT IS THE LEAST RESTRICTIVE ENVIRONMENT?

Students with disabilities shall be educated in the least restrictive environment (LRE). This means to the maximum extent appropriate, a student with a disability is educated with children who are not disabled.

However, a student is NOT required to participate in the general education setting (for at least a portion of the school day).

VIGNETTES



Mrs. Burger wrote a letter to the Child Study Team requesting an evaluation for her daughter, Katie. At home, Katie has a lot of trouble finishing her homework, is disorganized, and often yells at her mom. In school, Katie is earning B's in all of her classes, comes for extra help, and is disorganized with her materials. Socially, Katie gets along with her classmates, but sometimes gets in trouble for being bossy or a tattletale. The Child Study Team meets with Mrs. Burger and Katie's homeroom teacher.

- a. The Team decides no evaluations for special education and related services are warranted at this time.
- b. The Team decides to evaluate for eligibility for special education and related services.
- c. The Team decides no evaluations for special education and related services are warranted at this time, but makes a referral to the I&RS Committee.

The answer is C.

VIGNETTES



Mary Mantineo was referred for a Child Study Team evaluation. Results indicate she was performing in the average range in reading, writing and mathematics. She qualifies for speech/language therapy. Findings from her social/emotional assessment support participation in school-based counseling.

- a. Mary is eligible for special education and related services and an IEP should be proposed with the related services of speech/language therapy and school-based supportive counseling.
- b. Mary is eligible for speech/language services only. An IEP should be proposed to include the related service. School-based supportive counseling will be provided without a specialized service plan.
- c. Mary is eligible for speech/language services only. An IEP should be proposed to include the related service. School-based supportive counseling will be provided through a Section 504 Accommodation Plan.

The answer is B.



VIGNETTES

Dr. Farrugia noticed that his son is having difficulty learning to read. He made an appointment to speak with Peter's first grade teacher to discuss his concerns.

- a. The teacher agrees that Peter is having trouble and refers him to I&RS.
- b. The teacher agrees that Peter is having trouble and refers him to the Child Study Team.
- c. The teacher agrees that Peter is having trouble and advises Dr. Farrugia to write a letter to the Child Study Team to request an evaluation.

The answer is A.

Thank you!

