

# Special Education 101

How parents can be their child's best advocate

The Blosser Center  
for Dyslexia Resources  
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HELLO! I'm...



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Parent advocate and school psychologist

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## Tonight we will learn about...

- What is special education?
- How to get school services
- How to maximize your child's plan

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# What even is special education?

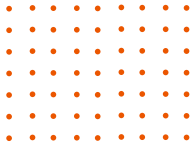
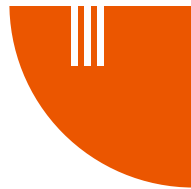

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# Individualized


## Least restrictive environment (LRE)

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# Individualized Education Program (IEP)

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## Key features

- Specially designed instruction (SDI)

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## Key features

- Related services

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## Key features

- Accommodations and modifications

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## Special education for dyslexia

- Specially designed instruction in reading
- Accommodations

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## 504 Accommodation Plans

- Not special education
- Accommodations for the classroom and for testing

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## Private school students

- Service Plan if remaining enrolled in private school
- IEP at their neighborhood school if they decide to enroll in public school

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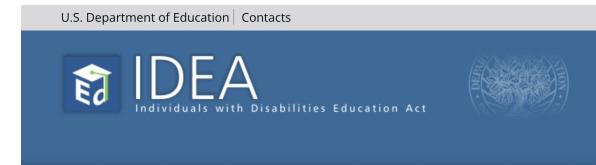
# How to get school services

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## Child Find is federal law

Individuals with Disabilities Education Act (IDEA)

### Sec. 300.111 Child find



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## Implications for districts...

## Implications for parents...

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## Specific Learning Disability in...

Basic Reading	Math Problem Solving
Reading Fluency	Written Expression
Reading Comprehension	Oral Expression
Math Calculation	Listening Comprehension

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# Oregon Administrative Rules (OARs)

*“Specific learning disability includes conditions such as perceptual disabilities, brain injury, dyslexia, minimal brain dysfunction, and developmental aphasia.”*

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# Diagnosis?

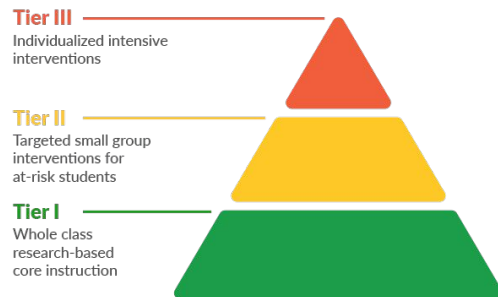
- Disability
- Adverse Impact
- Need for Special Education

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# RTI/MTSS and Child Find

Response to Intervention

Multi-tiered Systems of Support



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# Barriers



Lack of intervention data.

Solution: run intervention during the evaluation period.

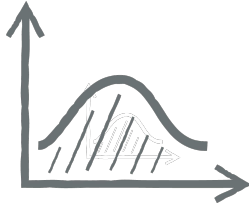
# 60

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## SLD Identification

Patterns of Strengths and Weaknesses

Cognitive processing compared to academic achievement or areas of academic skills compared to other academic skills.



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**Put it in writing.  
Ask for a meeting.**

**The request must be  
considered.**

**“When there’s debate, evaluate”**



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**Memorialize the conversation.**

**Ask for data.** Percentile ranks -  
25th-75th is average range, below 16th  
percentile is significantly low (red flag).

**Dyslexia Teacher On Special  
Assignment (TOSA).**



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**How to get the  
best from your  
child’s plan**

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# Parts of the IEP and what to look for

## Goals

- Baseline data (present levels)
- Actual numbers
- Updates

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# Good goal

Category: Reading/Language Arts

Is the goal area related to alternate assessments aligned to alternative achievement standards?  Yes (if yes, short term objectives are required)  No

Goal:

By October 2022, given a grade level literary text and a prompt [ ] will write a response or answer multiple choice questions that states a claim based on an inference about the text, cite supporting evidence, showing proficiency in targeted areas (evidence, claim, vocab, themes) with 75% accuracy as measured by progress monitoring, work samples and formal/informal assessments.

Present Level:

12/13/2021- 50% accuracy on "Again Tomorrow" 8th grade comprehension passage.  
12/07/2021- 100 CWPM with 96% accuracy on 8th grade CBM reading fluency measure.

Mastery Criteria or Short-Term Objective

[ ] will increase his grade level fluency score from 100 CWPM to 140 CWPM with 100% accuracy by 06/10/2022.

Measurement Method

Curriculum based measures in reading fluency

Anticipated Date

06/10/2022

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# Good goal

Category: Reading/Language Arts

Is the goal area related to alternate assessments aligned to alternative achievement standards?  Yes (if yes, short term objectives are required)  No

Goal:

In accordance with third grade common core standards RF3 and RF4, in one year, given instruction in reading decoding and phonics, [ ] will decode and read with the accuracy and fluency to support third grade comprehension in English.  
a. Read third 400 common high-frequency words by sight.  
b. Read an English passage at the third grade level with 100 correct words per minute.

Present Level:

[ ] knows 295/500 of the high frequency sight words. She was able to read a third grade IRI at 55 wcpm, 97% accuracy, and 100% comprehension.

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# Bad goal

Goal Area: Reading

**Annual Measurable Goal (Including conditions and frequency):**

By the end of the IEP cycle, [ ] will increase her basic reading skills by completing the following objectives.

**Baseline Data:**

**New IEP and goal in a new setting.**

**Objectives (If needed):**

1. [ ] will identify all upper and lowercase letters
2. [ ] will identify most common letter sounds
3. [ ] will identify the first 25 FRV sight words

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# Parts of the IEP and what to look for

- **Specially designed instruction**

Specially Designed Instruction	Anticipated Amount & Frequency	Anticipated Location	Start Date
Language	30 minutes per week	School Site	09/07/20
Social Communication	30 minutes per week	School Site	09/07/20
Writing	100 minutes per week	School Site	09/07/20
Articulation	30 minutes per week	School Site	09/07/20
Reading	60 minutes per week	School Site	09/07/20

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# Specify the location of services

Reading/Language Arts	LEA	General Education Teacher	GenEd	25 Min	per week
Reading/Language Arts	LEA	Special Ed Teacher/Provider	SpEd	100 Min	per week

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# Parts of the IEP and what to look for

- **Present Levels**
  - Ask the team to name the reading curriculum being used in special education

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## Parts of the IEP and what to look for

- **Recovery services**

- Should be discussed at every IEP meeting in 2022 and 2023. Extra services due to losses during COVID.

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## Ensuring coordination between school staff and private providers

- Have outside providers attend IEP meetings with you, ask for communication between tutor and school

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## Questions?

Additional resources can be found on my website [pauletteselman.com](http://pauletteselman.com)

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# Thank you!

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HOME BIO Q & A RESOURCES BLOG CONTACT CLIENT PORTAL



SPECIAL EDUCATION 101 RESOURCES

OREGON GUIDANCE ON COVID RECOVERY IEP SERVICES

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