

## Supporting Children with Disabilities and Their Families in Inclusive Settings



Supporting Children with Disabilities  
and their Families in Inclusive Settings

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2 **Introducing...**

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By *parents* for *parents* of  
children with special needs.



*We are parents helping parents.*

The Utah Parent Center (UPC or Center) is a statewide private, nonprofit organization founded in 1984. Staff at the Center are primarily parents of children and young adults with disabilities and special needs.

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**If Your Child Has Special Needs, So Do You!**



**What We Do:**  
We provide FREE training, information & assistance to parents of children and youth with ALL disabilities: physical, mental, learning and emotional – And the professionals who work with them.

**Special Projects include:**

- Utah Family Voices
- Family to Family Network

Individual Assistance ▫ Information & Referral ▫ Workshops

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## Supporting Children with Disabilities and Their Families in Inclusive Settings

### Our Mission

is to help parents help their children with disabilities to live included, productive lives as members of the community.



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### PARENTAL REACTIONS

*when learning their child has a disability...*

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### Parental Reactions - Grief

- Denial
- Anxiety
- Guilt
- Anger
- Fear
- Bargaining
- Depression

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### Denial

- Buys time to find internal strengths and external supports to deal with what's happening

**There are four levels of denial...**

- Denial of Facts
- Denial of Implications
- Denial of Conclusion
- Denial of Feelings

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## Supporting Children with Disabilities and Their Families in Inclusive Settings

### Denial

- **Facts**
  - Not accepting what has been stated as fact
- **Implications**
  - Denial that the child's problems will change the parents' life
- **Conclusions**
  - Acknowledgement of the facts, but...
- **Feelings**
  - Don't mourn. Everybody's going to be fine

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### Anxiety

- **Mobilizes energies needed to make the internal and external changes**
- **Is a normal by product of your reaction to the child's disability**

Examples:

- "I'm so nervous about...."
- How am I ever going to \_\_\_\_?"

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### Guilt

- **Permits the parent to examine "why" and the impact of his/her feelings, behaviors, and thoughts**
  - **Helps the parent accept that his or her child has a disability and that it is okay**
  - **It is a normal by product**
- Examples:
- "It's all my fault..."
  - I shouldn't have \_\_\_\_\_."

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### Anger

- **Permits the person to gain new perspectives, define, and reevaluate beliefs around justice and fairness**

Examples:

- "Why didn't they find this out earlier?"
- "The specialists don't really know what my child's disability is!"

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### Fear

- Permits the person to deal with issues of vulnerability, desertion, and attachment
- Is a mechanism to permit someone to attach again

Examples:

- *"Maybe it's worse than they are letting on."*
- *"What if my child keeps getting worse?"*
- *"What can I expect from the future?"*

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### Bargaining

- Type of negotiation where parents think that "something" will make their child "better"

Examples:

- *"I heard \_\_\_\_\_ program can cure my child"*
- *"Maybe if we send him to camp he will be okay"*
- *"Maybe if she has some different friends..."*

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### Depression

- Permits the person to come to new definitions of competency, capability, value, and effectiveness
- It's okay to feel depressed – *sometimes we have to sink to the bottom before we gain a resolve to rise to the top*
- Don't make it permanent!

Examples:

- *"I'm not a good parent!"*
- *"I can't help. It's hopeless."*

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### Impact on Others

- Siblings
- Grandparents
- Marital Stress



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### YOU ARE NOT ALONE!!!



17 17

### You are not alone...

- Common reactions
- Seek assistance of another parent and professionals
- Talk with your mate, family, and significant others
- Rely on positive sources in your life
- Take one day at a time
- Learn the terminology
- Seek information about the disability
- Do not be intimidated
- Do not be afraid to show emotion
- Learn to deal with natural feelings of bitterness and anger
- Maintain a positive outlook

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### Sources of Help

- **Utah Parent Center**
  - ▣ Information & referral
  - ▣ Training & education
  - ▣ Connecting with experienced parents
- **Parent support groups**
  - ▣ Connections with other parents
  - ▣ Education & information
- **Service Providers**
  - ▣ Help for children
  - ▣ Training for parents
- **Counseling**
  - ▣ Help sort out feelings
  - ▣ Express feelings
  - ▣ Marriage and Relationships
  - ▣ Prevent additional problems

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## Supporting Children with Disabilities and Their Families in Inclusive Settings

### Topics Covered During This Workshop

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#### IDEA 2004

- Free Appropriate Public Education (FAPE)
- Appropriate Evaluation
- Individualized Education program (IEP)
- Least Restrictive Environment (LRE)
- Parent/student participation in decision making
- Procedural Safeguards.

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### Free Appropriate Public Education

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Ages 3 through 21

- Beginning no later than the child's 3<sup>rd</sup> birthday
- Special education & related services
  - Public expense and supervision
  - No cost to parents
  - Meets the standards of the SEA
  - Include preschool, elementary, or secondary education
  - Provided in conformity with the IEP

**FAPE also applies to suspended  
or expelled children.**



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### Special Education

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- ...is specifically designed instruction at no cost to parents, to meet the unique needs of a child with a disability, including:
- instruction in the classroom, home, hospital or institution, and in other settings, and
  - instruction in physical education.

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### Special Education Process

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25 **EVALUATION**

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### Initial Evaluation

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**A full and individual initial evaluation to determine:**

- If child is a “child with a disability” under IDEA, and
- The Educational needs of the child.

The initial evaluation must be completed within 45 school days or parent consent or within State timeline.


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### Special Education Categories Ages 3-21

- Mental retardation
- Hearing impairment, including deafness
- Speech or language impairment
- Visual impairment, including blindness
- Emotional disturbance
- Developmental Delay
- Orthopedic impairment
- Autism
- Traumatic Brain Injury
- Other health impairment
- Specific learning disability
- Deafblindness
- Multiple disabilities

who, because of the disability, needs special education and related services.

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28 **ELIGIBILITY**

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### Eligibility

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A child cannot be determined to have a disability based on the lack of appropriate instruction in reading (including essential components), lack of instruction in math, or limited English proficiency.

A team of **qualified professionals and the parent** determine the need for special education and related services.

Parents must be given a copy of the evaluation report and eligibility determination.

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### Needs Determine IEP Goals

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#### Assessed Needs

From present levels of **academic and functional performance.**



#### IEP Goals

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### DEVELOPING THE IEP

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### What is an IEP?

The IEP is your child's written **Individualized Educational Program** that is developed, reviewed and revised in a team meeting.

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### Individualized Education Programs

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- In effect at the start of each school year,
- IEP for preschool children ages 3-5,
- IEP for school age children ages 5-21,
- Initial IEP
  - Meeting to develop IEP is held within 30 days of determining that child needs services, and
  - Provide services, as soon as possible after IEP is developed.

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### Members of the IEP Team...

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#### Required members include...

- Student for transition IEP
- Special Education Teacher
- General Education Teacher(s)
- LEA Representative\* – Local Education Agency
- An individual that can interpret evaluation results, if evaluation is being discussed

#### Others that can be invited include...

- Student of any age
- Others with knowledge or expertise of the student.
- Related service providers.

\* The LEA representative is qualified to supervise special education, knows about general curriculum and can allocate funds.

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### IEP Development

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During IEP development, the team shall consider:

- The child's strengths
- The concerns of parents for the child's education
- Results of initial or most recent evaluation
- Academic, developmental and functional needs

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36 Individualized Education Program

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## IEP Components

37 written statements of...

**1. Present levels of academic achievement and functional performance:**

- How disability affects involvement and progress in the general curriculum
- For preschool age children, how disability affects participation in appropriate activities.
- For children taking alternate assessments, benchmarks or objectives

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## IEP Components

38 written statements of...

**2. Measurable annual goals, including academic and functional goals to meet:**

- Needs so the child can be involved and make progress in the general education curriculum
- Other educational needs that result from disability

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## IEP Components

39 written statements of...

**3. How progress will be measured and when reports will be issued, including a description of:**

- **How** the student's progress toward meeting the annual goals will be measured; and
- **When** periodic reports to the parents on the progress the student is making toward meeting the annual goals will be provided.

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## IEP Components

40 written statements of...

**4. Special education and related services and other supports and services for the child to:**

- Advance toward annual goals.
- Progress in the general curriculum.
- Participate in extracurricular and non-academic activities.
- Be educated and participate with all children.

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### IEP Components

41 written statements of...

**5. Extent the child will not participate with non-disabled children in regular classes or activities**

- Least Restrictive Environment – LRE

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### IEP Components

42 written statements of...

**6. Any individual accommodations needed to measure academic achievement and functional performance on state and district-wide assessments.**

- If the IEP team determines the Utah Alternate Assessment (UAA) is needed, as statement of why:
  - The child cannot take regular assessment.
  - The alternate assessment is appropriate.

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### IEP Components

43 written statements of...

**8. Date services and modifications begin and their frequency, location and duration.**


**Tip:** Parents must always receive a copy of the IEP.

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### Other Special Considerations

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- Assessment needs
- State & District assessments
- Behavior needs (FBA & BIP)
- Limited English Proficiency (LEP)
- Blind and Visually Impaired
  - Braille
- Communication Needs
  - Deaf/Hard of Hearing
- Assistive Technology
- Extended School Year



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45 **Related Services...**


are components of the IEP and include, 'transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education.

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46 **Related Services include:**

- Speech-language pathology and audiology
- Interpreting services
- Psychological services
- Physical and occupational therapy
- Recreation, including therapeutic recreation
- Social work services
- School nurse services
- Counseling including rehabilitation counseling
- Orientation and mobility services
- Medical services for diagnostic or evaluation purposes

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47 **PLACEMENT**

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48 **Placement**

**Least Restrictive Environment (LRE)**

'...To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled.'

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## Supporting Children with Disabilities and Their Families in Inclusive Settings

### Placement

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Placement is made by team including parents.

Placement is determined annually:

- based on the IEP,
- as close to home as possible,
- same placement as if nondisabled, unless IEP says otherwise, and
- consider harmful effects.

A child should not be removed from general education based solely on modifications needed.

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### Placements Include

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Continuum of alternative placements must include:

- regular classes
- special classes
- special schools
- home instruction
- instruction in hospitals and institutions

Supplementary services are to be provided in conjunction with regular class placement.

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### PROCEDURAL SAFEGUARDS

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### Procedural Safeguards Notice

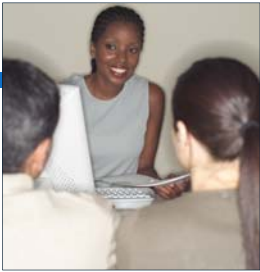
Notice is given once per year, except upon:

- initial referral or request for evaluation
- first occurrence of the filing of a complaint
- request by parent.

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53 **Problem Solving**

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### When It Just Doesn't Work

**Tip:**

- Communicate with your school team.
- Follow the chain of command.
  - Teacher
  - Principal
  - LEA
  - District

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### Early Dispute Resolution

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**Early dispute resolution should always be tried FIRST!**

**Have you tried?**

- UPC Parent Consultant
- UPC District Consultant
- UPC IEP Coach
- LEA IEP Facilitator or
- State IEP Facilitator

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### Formal Dispute Resolution Options

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- Mediation
- State Complaint
- Due Process Hearing
  - Resolution Meeting
- Civil Action

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57 THE IEP IS NOT ETCHED IN STONE...  
**IT CAN BE CHANGED!**

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**IEP**  
Stands for....

**INFORMED  
EFFECTIVE  
PARENTS**

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### If Your Child Has Special Needs, So Do You!

**What We Do:**  
We provide FREE training,  
information & assistance to  
parents of children and youth  
with ALL disabilities: physical,  
mental, learning and emotional –  
And the professionals who work  
with them.

- Individual Assistance
- Information & Referral
- Workshops

**Special Projects include:**

- Utah Family Voices
- Family to Family Network

**Thank you for attending!  
Please hand in your  
workshop evaluation!**

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