

# SPECIAL EDUCATION, COMMUNITY RESOURCES AND TRANSITION FOR THOSE WITH DISABILITIES



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# Special Education



To ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for **FURTHER EDUCATION, EMPLOYMENT, and INDEPENDENT LIVING;**

Special Education Rules and Regulations

[http://framework.esc18.net/Docs/Side-by-Side\\_Jan\\_2010.pdf](http://framework.esc18.net/Docs/Side-by-Side_Jan_2010.pdf)

# Initial Evaluation

- Each public agency shall ensure that a Full and Individual Evaluation is conducted
  - (1) To determine if the child is a "child with a disability"; and
  - (2) To determine the educational needs of the child.
  
- **Evaluation Procedures-** The child is assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities
  
- Time Frames: Discuss

## Determination of Eligibility - 13 **ELIGIBILITY** CONDITIONS

- AU (Autism)
- SI (Speech Impairment)
- OI (Orthopedic Impairment)
- AI (Auditory Impairment)
- VI (Visual Impairment)
- OHI (Other Health Impairment)
- D/B (Deaf Blindness)
- ▶ ~~MR (Mental Retardation)~~
  - ▶ **ID** (Intellectual Disability)
- ▶ ED (Emotional Disturbance)
- ▶ LD (Learning Disability)
- ▶ MD (Multiple Disabilities)
- ▶ TBI (Traumatic Brain Injury)
- ▶ Non-Categorical (ages 3-5 in Texas)

**\*\*** A child will have, at minimum, one of these labels or he/she may have multiple labels (from these choices only).

**\*** The evaluation must assess the child in all areas related to the suspected disability.

# ARD Meetings

- Initial
- Annual
- Triennial (3 yr. Re-evaluation)

Note: (may be held at other times if requested by Parent or School)



## ATTENDANCE AT THE ARD MEETING

- **Parent**

- **School personnel who must attend:**

- the Special Education teacher
- Someone qualified to interpret/explain test /evaluation results, i.e. Diagnostician, LSSP (Licensed Specialist School Psychologist)
- Administrative person who can make decisions about what services can/cannot be provided by the school, i.e. Principal, Assistant Principal
- Regular Education teacher, if the child is going to attend any Regular Education classes

\*Speech Pathologists/OT's/PT's are not required to attend. Parents can request them, but schools may refuse.

\* \* Parents should inform school personnel (in writing) that they plan to have someone attend the ARD



# THE AGENDA OF THE MEETING

- Waivers /Signatures  
/Procedural Safeguards
- Review of Evaluation(s)
- Determination of Eligibility
- Present Levels of Academic Achievement & Functional Performance (PLAAFP)
- Create IEPs
- State Tests [STAAR Accommodated, ~~STAAR-M~~, STAAR-A, STAAR-Alt]
- Determination of services, accommodations and modifications -- special services, support programs
- Determination of placement
- Reading of Minutes/Deliberations
- Signatures

NOTE: STUDENT CODE OF CONDUCT

# Placement

IDEA requires that students with disabilities be educated in the Least Restrictive Environment (LRE) possible – in the environments that allows for the most opportunities to be educated with students without disabilities.

Behavior Support

SLC (Structured Learning Center)

Life Skills (SLL - Skills for Learning and Living)

~~Content Mastery~~/Co-Teach/In-Class Support

General Education

PALS – Preschoolers Achieving Learning Skills

Resource Resource



# SERVICES

- Special Education Instruction - specially designed instruction to meet the unique needs of a child with a disability.
  - **Example:** (teachers, speech-language are special education services)
- Related services help children with disabilities benefit from their Special Education by providing extra help and support in needed areas
  - **Examples:** transportation, OT, PT, counseling, assistive technology, counseling, In Home Training, augmentative communication device, taped lectures, etc.
- Modifications
- Accommodations

CHECKLIST



## CONSIDERATIONS FOR RELATED SERVICES

- Related Services - Important Points to be included in the ARD paperwork:
  - frequency and amount of time of services
  - direct or indirect (with child or teacher consult)
  - group or individual (one-on-one vs. group) services to be provided
  - name/title of service provider
  - how and when progress will be reported to the parent

# Creating Goals

- Once the PLAAFP is created, the ARD/IEP Committee will determine which specific area(s) of need will be addressed through measurable annual goals and the use of supplementary aids and special education services.
- Teachers/Special Ed Personnel/Parents start with grade-level standards (TEKS, STAARS) for the student because they are able to compare the student's skills as they related to the grade level expectations of non-disabled students.

**HISD School Curriculum for Grade/Subject Level Objectives**

**[www.houstonisd.org/portal/site/Curriculum](http://www.houstonisd.org/portal/site/Curriculum)**

# What is an IEP?

- IEP is an acronym for an Individual Education Plan
- An IEP goal is a written statement for each child with a disability estimating what action a child will be able to successfully accomplish in a given area within a given time frame.
- An IEP contains goals, services, placement, accommodations, modifications and the type of state level testing the child will take. They must be created, updated and measured annually.

**Annual, Bench-Mark and  
Short-Term Goals**

# FBA and BIP

## Functional Behavior Assessment Behavior Intervention Plan



# Functional Behavior Assessment (FBA)

- Functional Behavior Assessments help IEP teams to:
  - ▣ understand what function the problem behavior(s) serve for the students
  - ▣ create interventions that reduce or eliminate problem behavior(s) by replacing them with more acceptable behavior(s) that serve the same purpose or function for the student.



# Behavior Intervention Plan (BIP)

- After the function of a behavior has been discovered through FBA, a positive Behavior Intervention Plan is created that addresses the source of the problem and teaches new, appropriate behaviors that serve the same positive function as the problem behavior.

# What is the AU Supplement?



The Autism Supplement facilitates ARD/IEP Committee discussion of peer reviewed research-based practices and strategies for students with Autism Spectrum Disorders. The ARD/IEP Committee reviews available data and determines which practices should be included in the student's IEP based on individual need. The following describes the focus of discussion for each of the eleven practices/strategies:



# The AU Supplement

Extended Educational Programming

Daily Schedule Reflecting Minimal Unstructured Time

In-Home and Community-Based Training

Positive Behavior Support Strategies

Futures Planning

Parent and Family Training

Staff to Student Ratio

Communication Interventions

Social Skills Supports and Strategies

Professional Educator and Staff Supports

Teaching Strategies

# ESY – Extended School Year

- List qualifying ESY criteria – any of the factors listed below, alone or in combination, can trigger the need for ESY services. This decision is made by the ARD/IEP Committee.
  - ▣ Regression and/or Recoupment
  - ▣ Emerging Skills/Breakthrough Opportunities
  - ▣ Interfering Behaviors
  - ▣ Nature and/or Severity of the Disability
  - ▣ Special Circumstances



# Community Resources





TEXAS

**D.A.D.S.**

Department of Aging and Disability Services

**D.A.R.S.**



TEXAS

Department of Assistive and Rehabilitative Services



TEXAS

Department of  
State Health Services

**D.S.H.S.**

**D.F.P.S.**



TEXAS

Department of Family and Protective Services

# D.A.D.S. Medicaid Waiver Programs

CLASS – Community Living & Support Services

HCS – Home & Community-Based Services

MDCP – Medically Dependent Children Program

DBMD – Deaf/Blind/Multiple Disabilities

TXHML – Texas Home Living Waiver

PHC – Primary Home Care

**D.A.D.S. (Home Page) - [www.dads.state.tx.us](http://www.dads.state.tx.us)**

**[www.dads.state.tx.us/services/index.cfm](http://www.dads.state.tx.us/services/index.cfm)**

**1.800.458.9858**

# D.A.R.S. Programs

Home Page - [www.dars.state.tx.us](http://www.dars.state.tx.us) - 1.800.628.5115

**Early Childhood Intervention (ECI)** is a statewide program for families with children, birth to three, with disabilities and developmental delays.

**DARS Vocational Rehabilitation Services: A Pathway to Employment** - The DARS program help Texans with disabilities find or keep jobs. Services may include training and education, medical services, diagnostic and evaluative services, prosthetic devices, durable medical equipment, assistive technologies, transportation, and vehicle modifications, among other services.

## **Blind Children's Vocational Discovery and Development Program (BCVDDP)**

If your child is blind or visually impaired, BCVDDP may be able to help you, your child, and your entire family. Children between the ages of birth and 22 years who live in Texas and have vision impairment are eligible for services. BCVDDP can assist your child in developing the confidence and competence needed to be an active part of their community. Provide training in areas like food preparation, management, recreational activities and grooming.

[www.dars.state.tx.us/dhhs/servicesmanual/ch5.htm](http://www.dars.state.tx.us/dhhs/servicesmanual/ch5.htm)

# MHMRA of Harris County



The Mental Health part of MHMRA falls under the umbrella of *DSHS (Department of State Health Services)* [www.mhmraharris.org](http://www.mhmraharris.org)

The Mental Retardation part of MHMRA falls under the umbrella of *DADS (Department of Aging & Disability Services)*

**Harris County**  
*Intellectual Disability & Autism Services*

Intellectual Disabilities and Autism Services (with an IQ below 70 for MR(ID) and IQ below 75 for Autism)

[www.mhmraharris.org/MRSD/MR.html](http://www.mhmraharris.org/MRSD/MR.html)

713.970.7070

Children, Adolescent and Adult Mental Health Services

<http://www.mhmraharris.org/Child-And-Adolescent-Services.asp#>

# Region 4 Education Service Center

- [www.esc4.net](http://www.esc4.net)
- 713.462.7708
- The largest Texas educational service center, Region 4 Education Service Center (Region 4), provides services to 53 school districts representing over 1,000,000 students and more than 83,000 professional educators.
- Region 4 is the 1<sup>st</sup> point of contact for families regarding special education issues. Region 4 provides some trainings for parents and parents may be able to attend other various trainings held at Region 4.







# Transition Planning



*SPECIAL EDUCATION  
AND YOUR CHILD'S  
FUTURE*



EMPLOYMENT



Further Education★



INDEPENDENT LIVING SKILLS

**Home Page - [www.dars.state.tx.us](http://www.dars.state.tx.us) - 1.800.628.5115**

**DARS Vocational Rehabilitation Services:** A Pathway to Employment - The DARS program has one goal: to help Texans with disabilities find or keep jobs. The vocational rehabilitation program works with consumers to develop individualized plans to meet their needs. Services may include training and education, medical services, diagnostic and evaluative services, prosthetic devices, durable medical equipment, assistive technologies, transportation, and vehicle modifications, among other services.

**\*\*Transition ARD – begins at age 14 per ARD/IEP Committee**



- The VAST Program (Vocational Advancement & Social Skills Training)  
713-718-6833
- <http://central.hccs.edu/central/career-technology/human-development-life-skills/occupational-life-skills/program-information/vast-department-of-occupational-life-skills>

VAST Department of Occupational Life Skills (for those with Intellectual and Developmental Disabilities)

The goal of the VAST Department is to provide educational opportunities and support services to "differently abled" individuals with disabilities, Students with "ability" levels ranging from 2nd through 8th grade levels and above benefit from our comprehensive student support services and diverse course offering.

VAST has three components: **Life Skills Certificates**, **Office Skills Training** and **Pre-College Skills Development** courses.



# H.E.A.R.T.

## Housing, Entrepreneurship And Readiness Training

- <http://www.heartprogram.org>

The program provides Occupational Skills Training to low-income developmentally disabled adults residing within the city limits of Houston, Texas.

The purpose of the H.E.A.R.T. program is to prepare the participants for gainful employment through an innovative client-managed entrepreneurial venture.

- **Stage 1** prepares the participants for employment by providing individualized assessments and job readiness training.
- **Stage 2** allows the participants to work both within the general community and in a sheltered workshop as appropriate, through the client managed entrepreneurial venture, H.E.A.R.T. Vending and Concessions.

Parent Education Project  
University of Houston

## **Transition Workgroup Meeting**

- **Various Topics and Speakers**
- **Meets Every odd Month, 6:00pm – 7:30pm**
- **Shriners Hospital, 6977 Main Street**
- **Pizza & Drinks provided free.**

**For more information, contact Olga Guerra at 713.743.5592 or 713.743.0608**

**\*\*Please call if you need translation services provided.**

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