



haring center



LINKED SYSTEMS

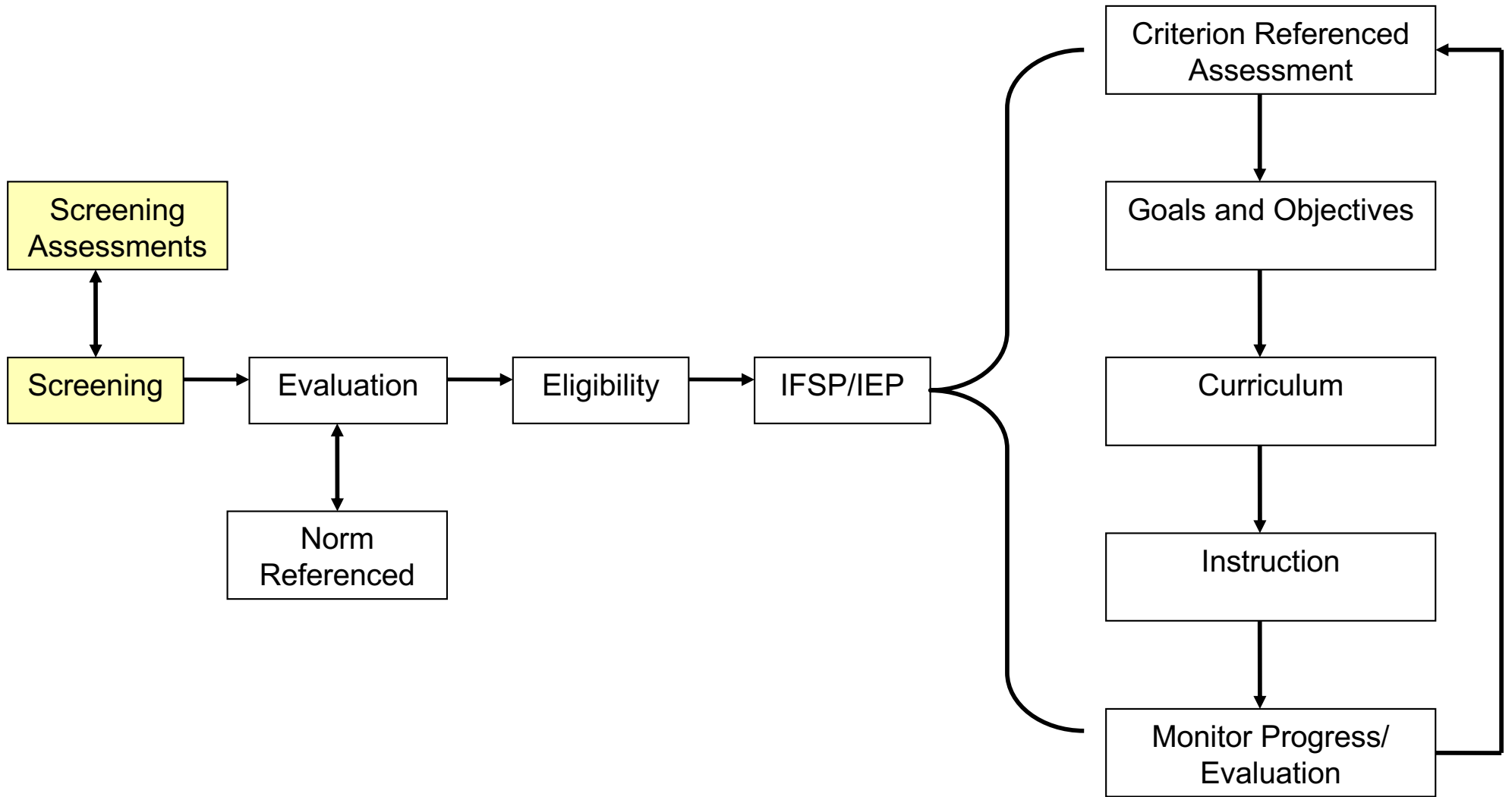
IMAGINE A WORLD WHERE CHILDREN OF ALL ABILITIES
LEARN, PLAY AND GROW TOGETHER

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Special Education

- Specially Designed Instruction
- Meet the unique needs of a child with a disability
- Provide access to the general education curriculum

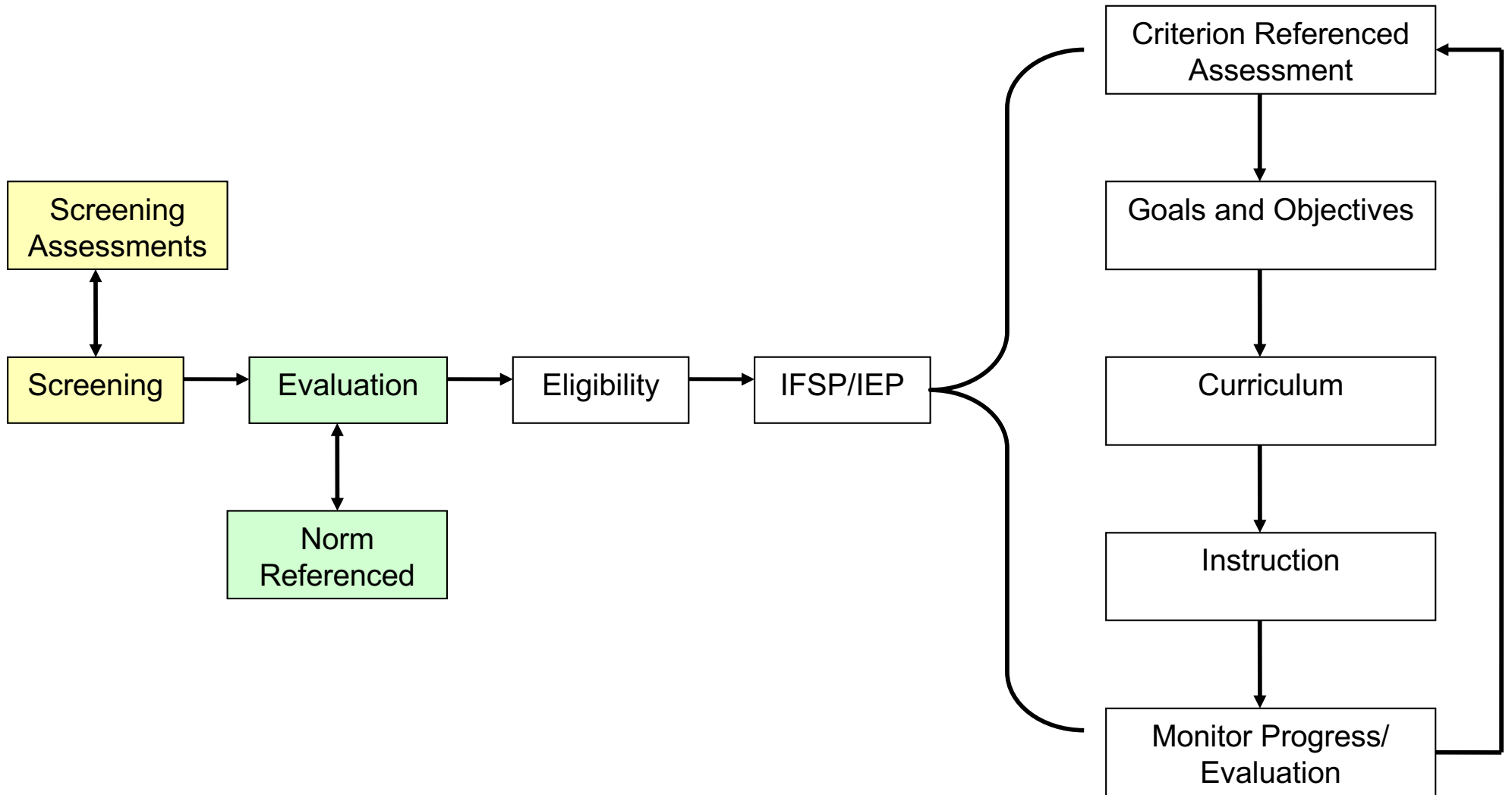
Special Education Process



Screening

- Short, economical, easily administered assessment process designed to determine whether a more detailed evaluation is needed
- Allows professionals to recognize children who may need special education services

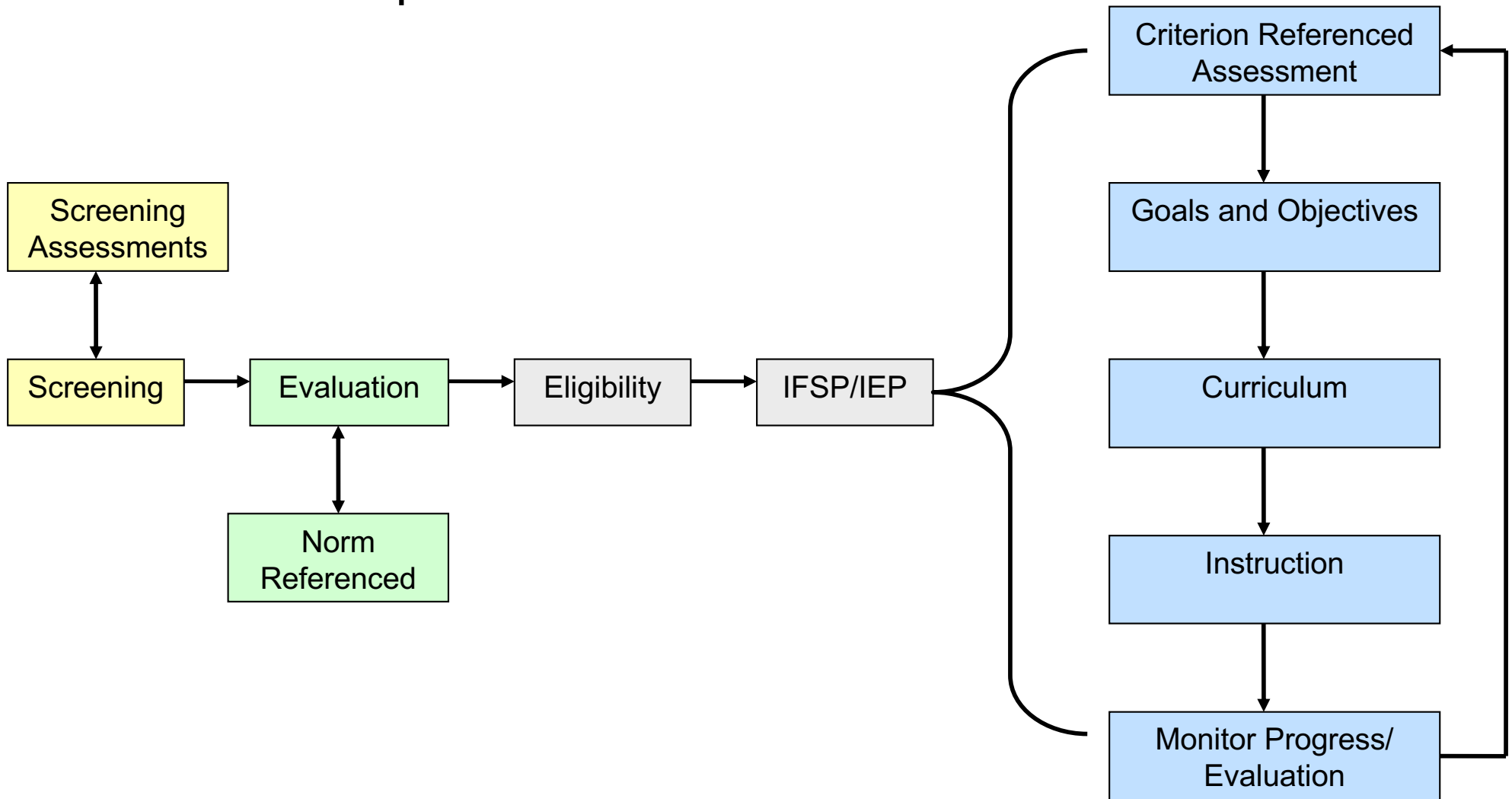
Special Education Process



Norm-Referenced

- An individual child's performance is compared with that of a normative group
- Helps to determine child's present level of functioning in comparison with the population

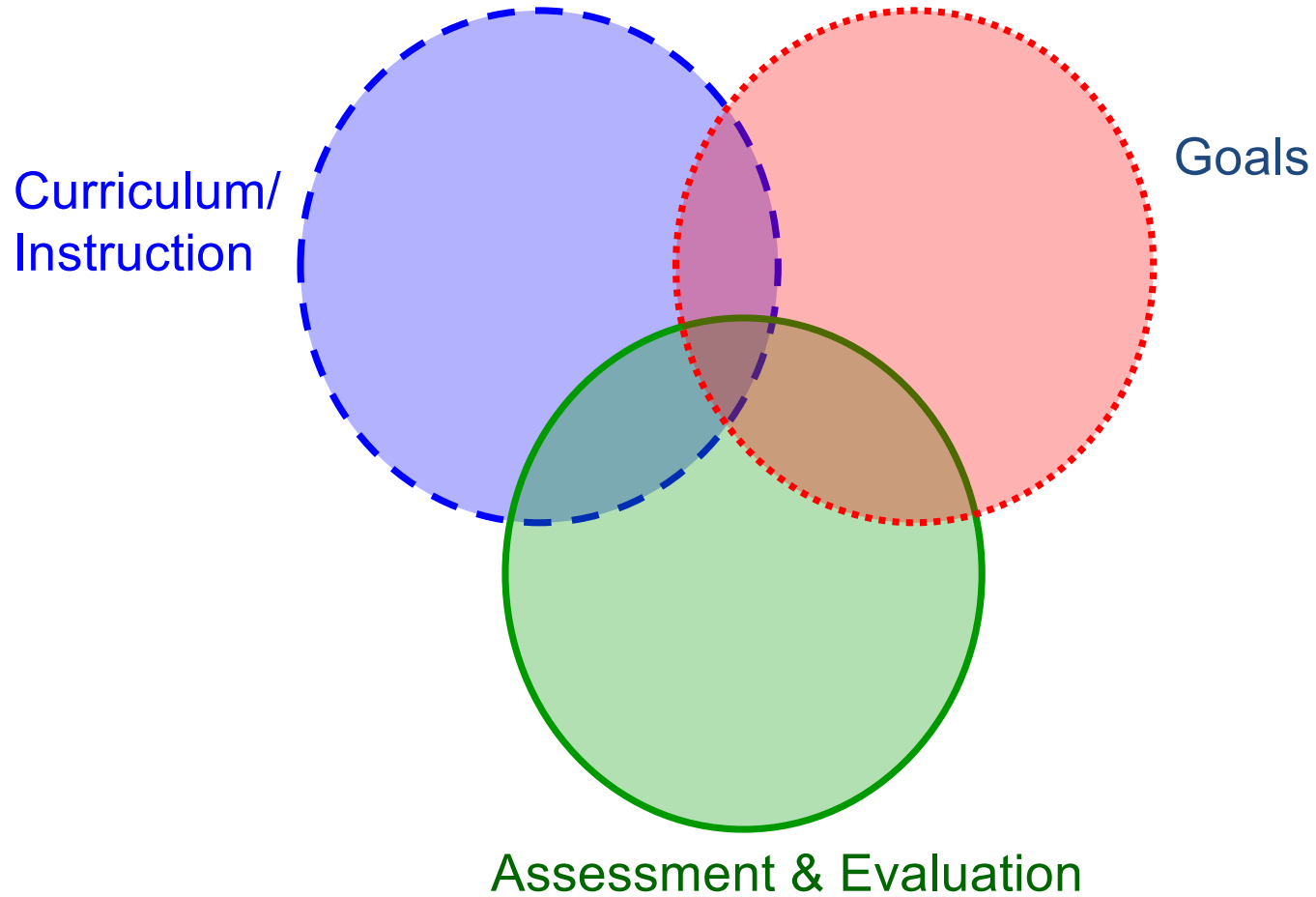
Special Education Process



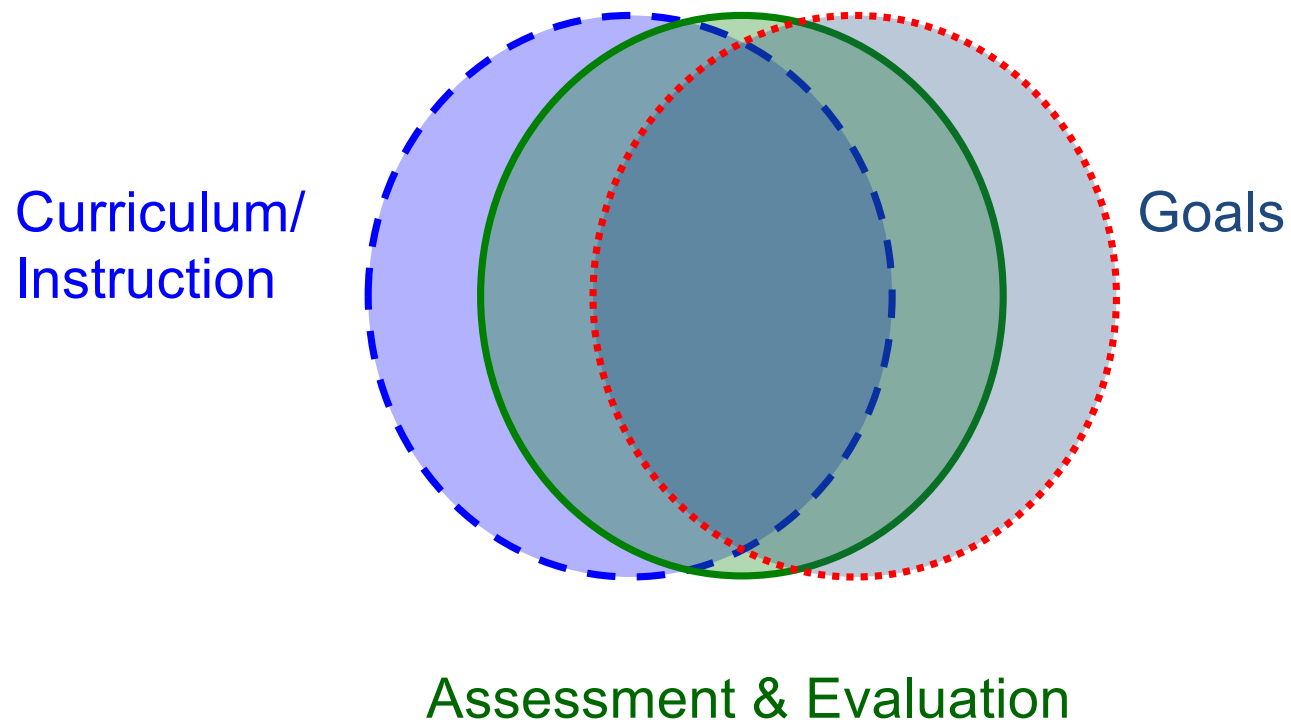
Curriculum-Based Measure

- Specific type of **Criterion Referenced** assessment
- Measures a child's success or failure to meet a sequence of curricular objectives.
- Determines the percentage of materials which the child has mastered in the curriculum

Common Interaction among Curriculum, Instruction, Goals, Assessment & Evaluation



Desired Interaction among Curriculum, Instruction, Goals, Assessment & Evaluation

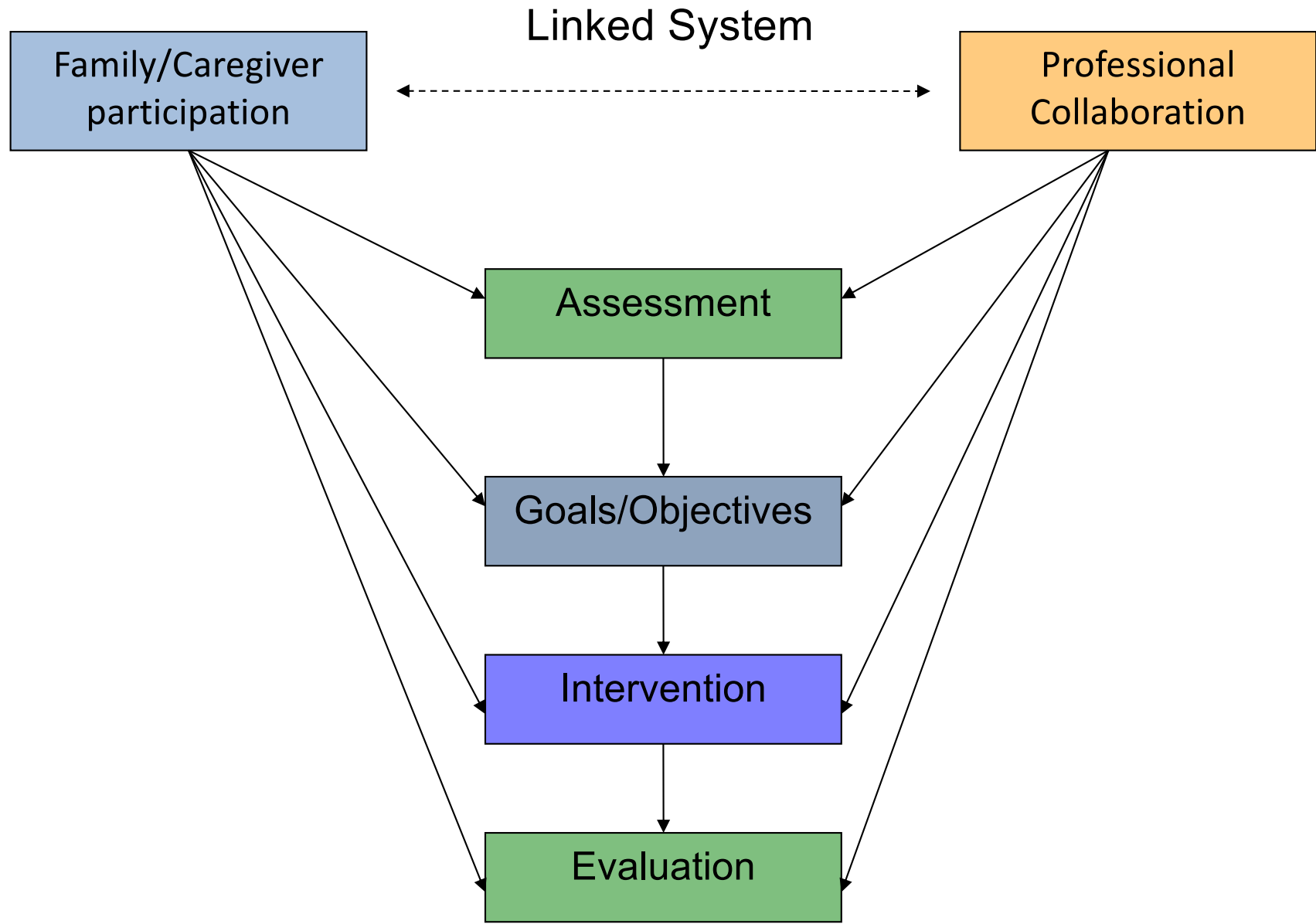


Linked System

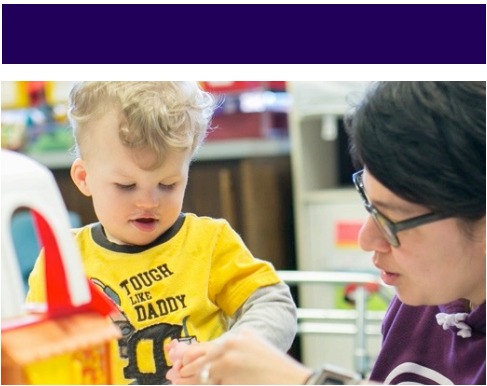
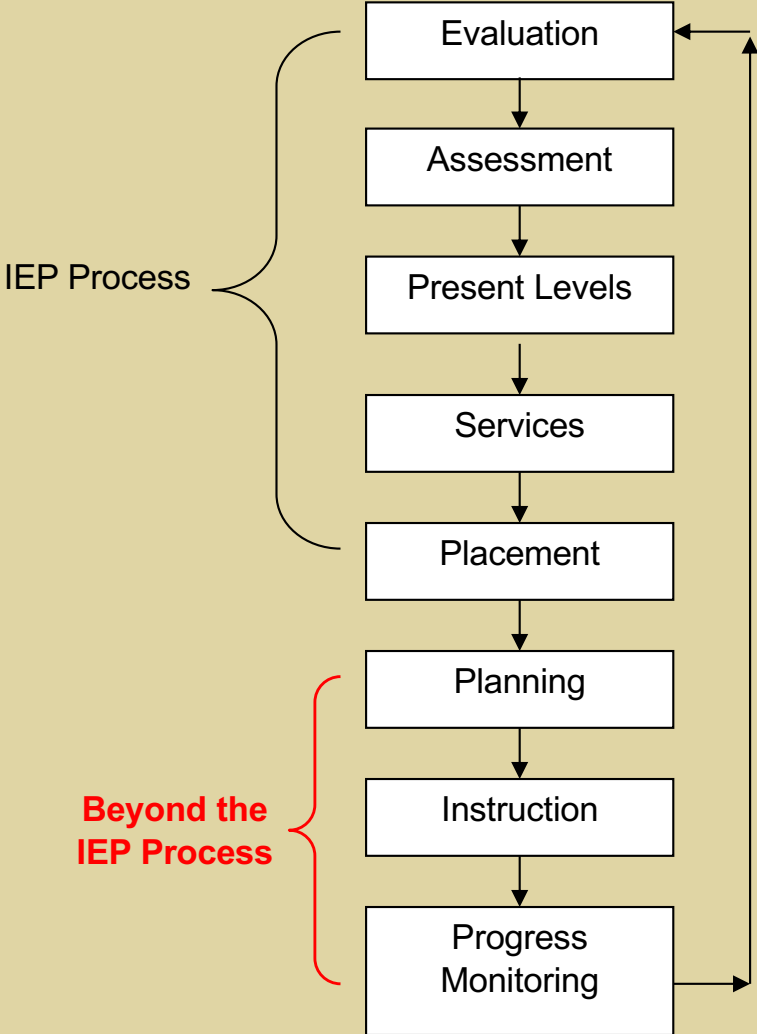
- **Assessment:** establishing a baseline or entry-level measurement of the child's skills and desired family outcomes
- The assessment process should produce relevant information for appropriate **goal development**

Linked System

- **Intervention:** arranging and individualizing the physical and social environment to produce the desired growth and development
- **Evaluation:** comparing the child's performance before and after intervention and comparing the family's progress toward outcomes.



The IEP Process



Misconceptions about IEP's

- Not an instructional plan
 - It does not explain how to teach
- Not all the goals a student needs
 - The most critical skills in qualifying areas (not likely to learn without specially designed instruction)
- Not the total education program.
 - Does not include classroom goals, activities and curriculum provided to all children.

Specially Designed Instruction

- Organized and planned instructional activities that **modify**:
 - Content: knowledge and skills
 - Methodology: instructional strategies or approaches
 - Delivery of instruction: way in which instruction is delivered

The IEP – “Wh” Questions

- IEP answers several questions:
 - **What** the child knows
 - **What** the child needs to learn
 - **When** the child has achieved the goal
 - **What** type of services are needed
 - **Where** the services will be delivered

Present Levels

What the child knows

- Based on evaluation and assessment information
- Child's current abilities on skills that are the focus of intervention
- Baseline performance
- Record of pre-measures

Goals

What the child needs to learn

- Based on present levels (areas of qualification)
- General outcomes for child over the course of the year
- Which skills are the most critical and are not likely to be achieved without *specially designed instruction*.

Thinking about goals...

- What are the student's most critical needs?
- What skills will help access the general education curriculum?
- What skills require specially designed instruction?

Services

What type of services are needed

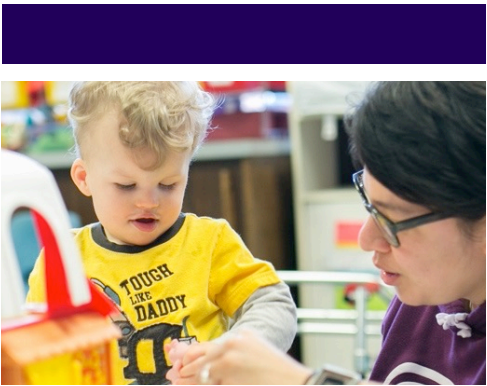
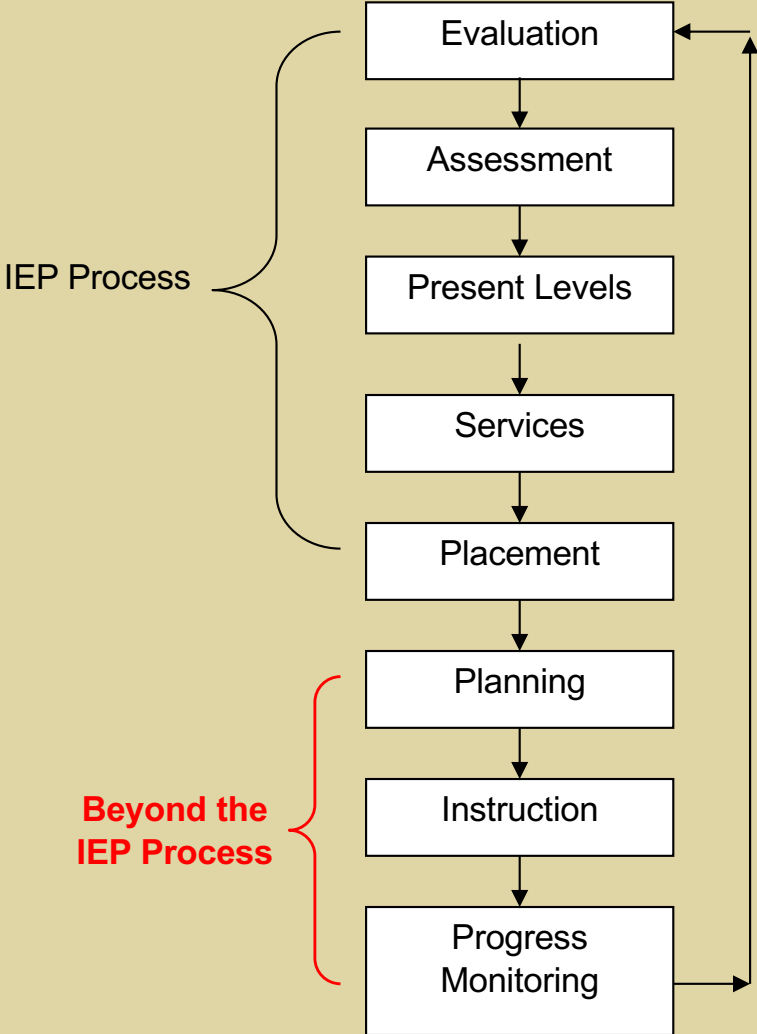
- Based on the present levels
- Services needed to make adequate progress on goals and objectives

Placement

Where the services will be delivered

- The **least restrictive environment (LRE)** means that a student who has a disability should have the opportunity to be educated with non-disabled peers, to the greatest extent appropriate.

The IEP Process



Beyond the IEP – “Wh” ?’ s

- Using the IEP as a “road map”, teams must answer the following questions:
 - **When/where** instruction will occur
 - **How** will we teach the skills
 - **How** progress will be monitored