

Supporting Children with Disabilities within Less Restrictive Placements: The Importance of Typical Peers

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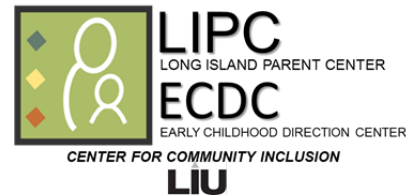
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PROVIDING INFORMATION, TRAINING AND SUPPORT TO FAMILIES AND PROFESSIONALS REGARDING THE PROVISION OF APPROPRIATE SERVICES TO CHILDREN WITH SPECIAL NEEDS IN THE COUNTIES OF NASSAU AND SUFFOLK.



Resources-Some Information on Family Engagement from this presentation was adapted from the link below

<http://www.nea.org/assets/docs/Family-School-Community-Partnerships-2.0.pdf>

What are the Options for placement and services??

Inclusion *Integrated* *Self contained*
Least Restrictive Environment *Mainstreaming*

The Advantages of Interaction with Typical Peers

- Your child will be exposed to high expectations on a continual basis.
- He/she will observe appropriate models of behavior.
- He/she will be in close proximity with the potential to interact with peers who can model and return conversation, engage in play, and reciprocate ongoing social interactions

This early exposure to typical peers can lead a pathway to inclusive kindergarten!

Least Restrictive Environment (LRE)

New York State Education Department

Special Education Field Advisory 12/28/15

**School Districts' Responsibilities to Provide
Students with Disabilities with Specially-
Designed Instruction and Related Services
in the Least Restrictive Environment**

<http://www.p12.nysed.gov/specialed/publications/2015-memos/least-restrictive-environment-district-responsibilities.html>

LRE

Least restrictive environment means that placement of students with disabilities in special classes, separate schools or other removal from the regular educational environment occurs only when the nature or severity of the disability is such that even with the use of supplementary aids and services, education cannot be satisfactorily achieved.

LRE

In selecting the LRE, consideration must be given to any potential harmful effect on the student or on the quality of services that he or she needs; and

A student with a disability must not be removed from education in age appropriate regular classrooms solely because of needed modifications in the general education curriculum.

LRE

- Placement must be based on the student's IEP and determined at least annually;
- Placement must be as close as possible to the student's home, and unless the student's IEP requires some other arrangement, the student must be educated in the school he or she would have attended if not disabled;
- Placement in the least restrictive environment is to be considered regardless of a child's level of functioning nor disability.

History of Progressive Inclusion

York-Barr, 1996

COMMUNITY LIVING

Large facilities



Large group homes



Small group homes



Family support and supported
independent living

COMMUNITY SCHOOLING

Separate schools



Separate classes, regular schools
cluster sites



Separate classes, regular schools
neighborhood schools



Regular classes, regular schools
neighborhood schools

LEAST RESTRICTIVE ENVIRONMENT



Let's discuss placement options...these are options, not laws or regulations...

HOW CAN YOU FIND OUT ABOUT THE OPPORTUNITIES AVAILABLE
WHEN CONSIDERING YOUR CHILD'S NEEDS?

Community based program with related services

In this option, children with special needs receive their recommended related services (speech, OT, PT, SEIS, etc.) within their community based program.

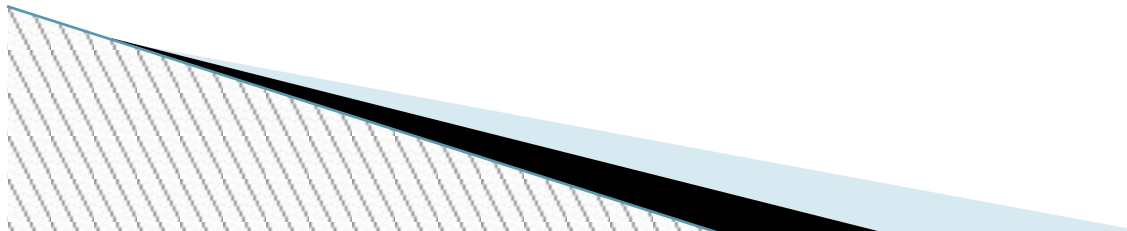
Community Based Program with Special Education Itinerant Service (SEIS) and related services if they are recommended

In this placement, the child attends a community based program and receives support from a special education teacher (referred to as "Special Education Itinerant Services."

The child may also receive other related services according to their IEP in the community program.

Special Education Itinerant Services (SEIS)

- ▶ Section 4410(1)(k) of Education Law and section 200.16(i)(3)(ii) of the Regulations of the Commissioner of Education define SEIS as an approved program provided by a certified special education teacher on an itinerant basis for the purpose of providing specialized individual or group instruction and/or indirect services to preschool students with disabilities. (NYSED Field Advisory, 10/15)



Integrated class within a community based program

This placement would be a class within a community based program that would have children with and without special needs enrolled.

Integrated class at a center based program

*A center based program (4410 program) consists of one location providing services to many children with special needs (and usually to children without special needs as well) in various programs.

- Depending where you live, this may be within your community
- In an integrated class, there are students without and without special needs enrolled

Self contained class

In this option, the child is placed in a class that does NOT have other children without special needs enrolled.

There are no opportunities for ONGOING interaction with children without special needs.

Combination of options

Children receive intensive instruction within a self contained classroom but are ALSO supported within a community based program.

An example:

The Young Autism Program at DDI - provides center based self contained classes with opportunities to be supported in the community.

*This may be considered more restrictive – but... it offers all of the advantages of a community placement.

Assistive technology

Modifications

Long Island
Parent
Center



Accommodations Positive Behavior
Interventions and Supports

Collaboration is Key

- The most important aspect of the special education process is **communication**.
- Parents and educators working together provide the greatest probability of successful outcomes for children with disabilities.
- <http://www.nea.org/assets/docs/Family-School-Community-Partnerships-2.0.pdf>

Collaboration is Key

- Ask questions; the Special Education process is a lot to learn!
- Take your time, verify what you read on the internet with teachers, staff, and local technical assistance centers if you have questions.
- Find out who is in charge, what their roles are, who you can call when you need information, email, phone, etc.
- <http://www.nea.org/assets/docs/Family-School-Community-Partnerships-2.0.pdf>

Collaboration is Key

- Shared educational goals regarding your child can counter information from competing sources such as television and peers.
- Collaborative intervention efforts can maximize opportunities for students to learn.
- Mutual support between families and educators is one way to build social capital where it does not naturally exist.

IEP Facilitation: NYSED Funded *Pilot Project*

- What is this pilot project?

The New York State Education Department (NYSED) began **piloting** IEP Facilitation in the fall 2015.

IEP Facilitation was initially available to schools and parents in all Long Island school districts, as well as in selected regions of New York City including: Bronx District 10, Queens District 24 and Regional Committees on Special Education 1, 2 and 4.

In August 2016, the availability of IEP Facilitation was expanded to include selected District 75 schools. At the conclusion of the three-year pilot, NYSED hopes to continue to expand the availability of IEP Facilitation to a broader area of the State.

IEP Facilitation: NYSED Funded *Pilot Project*

- *What is the purpose of this **pilot project** called- IEP Facilitation?*

The purpose of IEP Facilitation is to develop and sustain collaborative, productive relationships between Committee on Special Education members, keep meetings student-focused and reduce adversarial disputes during the IEP development process.

- *What is a “facilitated IEP meeting?”*

A facilitated IEP meeting is the same as any other IEP meeting except that a neutral, trained facilitator attends the meeting and guides the meeting process. IEP Facilitators have been trained in meeting management and conflict resolution techniques, as well as trained in IEP development, special education law and regulations. The facilitator is not a decision-maker, is impartial and does not represent the parent, school district or State.

IEP Facilitation: NYSED Funded Pilot Project

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IEP Facilitation: NYSED Funded Pilot Project

- *When can an IEP Facilitator be used?*

An IEP Facilitator may be used for any CSE/CPSE meeting including for initial development of an IEP and annual review meetings.

- *Is IEP Facilitation mandatory?*

IEP facilitation is a voluntary process that can be used when parents and districts agree that the presence of a neutral third party would help facilitate communication and the successful drafting of the student's IEP.

- *Is IEP facilitation needed for all meetings?*

IEP facilitation is not needed for all meetings.

For more information call the Office of Special Education at (518) 473-0170.

For more information click on the following link:

- <http://www.p12.nysed.gov/specialed/dueprocess/iep-facilitation/IEPFacilitation.html>

Thank you!!! Please call for further information and for further workshop sessions!

Elizabeth DeFazio-Rodriguez

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Resources

- Assistance for Parents at the N Y State Education Dept. (NYSED) Special Education webpage: <http://www.p12.nysed.gov/specialed/>
- NY Special Education Regulations: Part 200 of the Regulations of the NYS Commissioner of Education <http://www.p12.nysed.gov/specialed/lawsregs/part200.htm>
- NYSED's News and Notes: <http://www.p12.nysed.gov/newsnotes/>
- NYS Justice Center for the Protection of People with Special Needs: <https://www.justicecenter.ny.gov/>
- Technology Related Assistance for Individuals with Disabilities, TRAIL: <http://www.licop.org/trail.html>
- Parent Resource for Individuals with Disabilities Education Act (IDEA) www.parentcenterhub.org/repository/idea
- U.S. Department of Education: Every Student Succeeds Act (ESSA) <http://www.ed.gov/essa?src=rn>
- Understood: <https://www.understood.org/en/school-learning/your-childs-rights/basics-about-childs-rights/the-difference-between-the-every-student-succeeds-act-and-no-child-left-behind>
- Council for Exceptional Children: <http://www.cec.sped.org/>