

IEPS: INDIVIDUALIZED EDUCATION PROGRAMS

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October 1, 2017

WHAT IS IT?



A plan developed to ensure that a child with a disability is getting the services and special instruction needed to succeed in an elementary or secondary education institution.

WHO NEEDS ONE?

A child with a disability
Under Law: The Individuals
with Disabilities Act (IDEA)
a federal special education
law for children with
disabilities

2 REQUIREMENTS:

- ❑ Child has one or more of the 13 specific disabilities listed within IDEA
- ❑ The disability must affect the child's educational performance/ability to learn

REFERRAL & EVALUATION PROCESS

Begins with a teacher, parent, or doctor recognizing that a student is having trouble in the classroom. Teacher notifies school psychologist or counselor.



GATHERING DATA

1. Conference with the parents
2. Conference with the student
3. Observation of the student
4. Analysis of student's performance



WHO'S ON THE TEAM?

- ❑ Psychologist
- ❑ Physical Therapist
- ❑ Occupational Therapist
- ❑ Speech Therapist
- ❑ Special Educator
- ❑ Vision/Hearing Specialist



HOW SERVICES ARE DELIVERED

In a regular classroom:

- ❑ Having a one-on-one aide
- ❑ Reading specialist helping a small group who need extra assistance

In a special resource classroom:

- ❑ Fewer students per classroom
- ❑ Serves a group of kids with similar needs

5 MAIN CATEGORIES OF DISABILITY

1. Intellectual Disabilities
2. Speech Impairment
3. Learning Disabilities
4. Emotionally Disturbed
5. Autism Spectrum Disorder (ASD)

I. INTELLECTUAL DISABILITIES

defined by the Individuals with Disabilities Education Act (IDEA) as, “significantly subaverage general intellectual functioning, existing concurrently [at the same time] with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a child’s educational performance.”

TRAITS OF INTELLECTUAL DISABILITIES

- ❑ Delay in reaching developmental milestones
 - ❑ Sitting up
 - ❑ Talking
- ❑ Difficulty in remembering things
- ❑ Trouble with understanding social behavior/comprehending consequences to actions
- ❑ Poor problem-solving skills

EDUCATIONAL CHALLENGES

- ❑ Trouble understanding new concepts
- ❑ Inappropriate behavior
- ❑ Limited vocabulary
- ❑ Difficulty accomplishing complex tasks



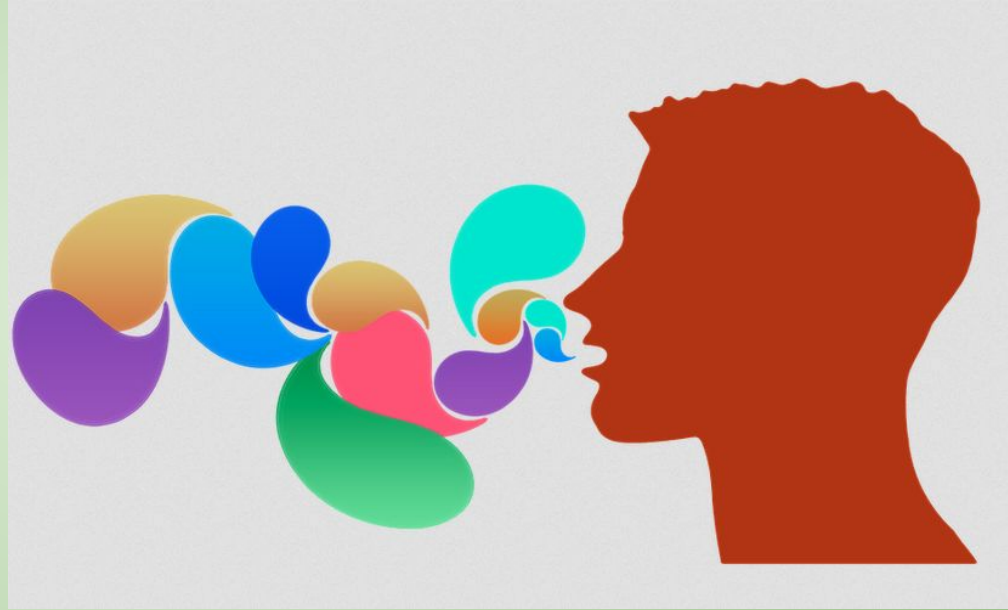
TEACHING STUDENTS WITH INTELLECTUAL DISABILITIES

- ❑ Teach one concept at a time
- ❑ Practice one step at a time to support memorization and sequencing
- ❑ Try to teach students in small groups, or if you can, one-on-one
- ❑ Provide several opportunities for students to apply what they have learned/practice skills in different settings
- ❑ Use physical & verbal prompting to guide correct responses
 - ❑ Provide specific verbal praise to reinforce these responses

II. DELAYED SPEECH AND LANGUAGE DEVELOPMENT

Disorders Include:

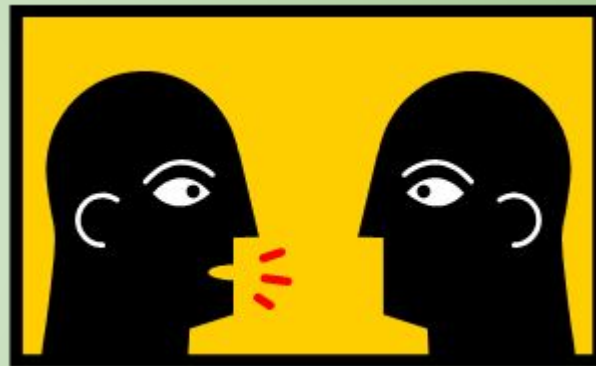
- Speech-sound
- Language
- Stuttering
- Voice disorders



DELAYED SPEECH AND LANGUAGE DEVELOPMENT

How does it affect students?

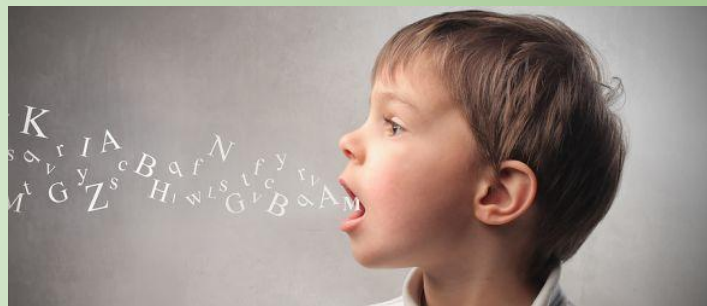
- Difficulty communicating their thoughts and ideas to students and teachers
 - Stunted social development
- Reading skills usually negatively impacted
- Typically underperform academically



DELAYED SPEECH AND LANGUAGE DEVELOPMENT

Ways the school can help:

- Provide the student with an SLP (speech language pathologist)
 - Will work with the teacher to create academic goals for the student, as well as work with student outside of class
- Provide parents with ways to work with the student at home



III. LEARNING DISABILITIES

-Neurological disorder: “Results from a difference in the way a person’s brain is ‘wired’”.

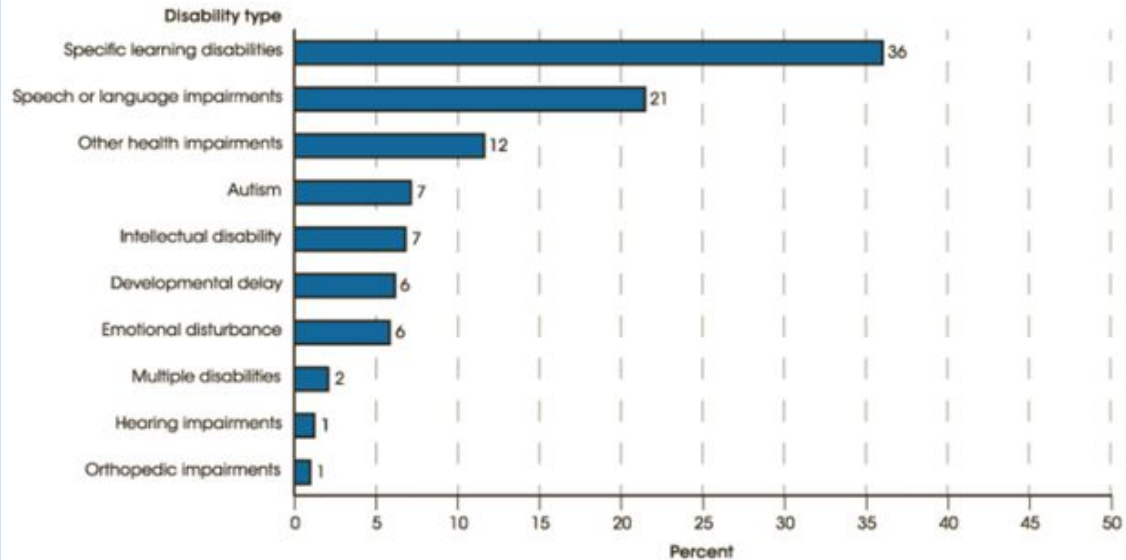
Students “can’t understand or use spoken or written language easily, which affects their ability to listen, think, speak, read, write, spell, or do mathematical calculations.”

-lifelong issue, cannot be “fixed”

Fact: As many as 80% of students with learning disabilities have reading problems.

TYPES OF LEARNING DISABILITIES

Figure 1. Percentage distribution of children ages 3–21 served under the Individuals with Disabilities Education Act (IDEA), Part B, by disability type: School year 2011–12

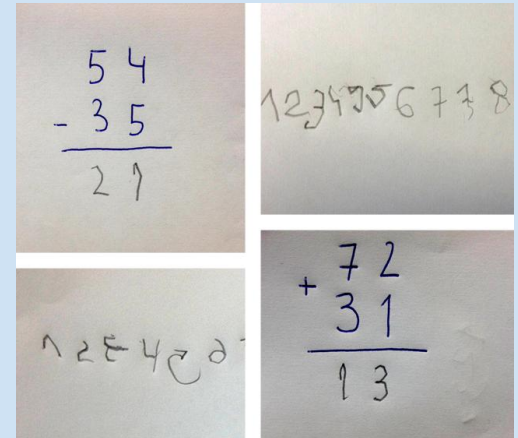
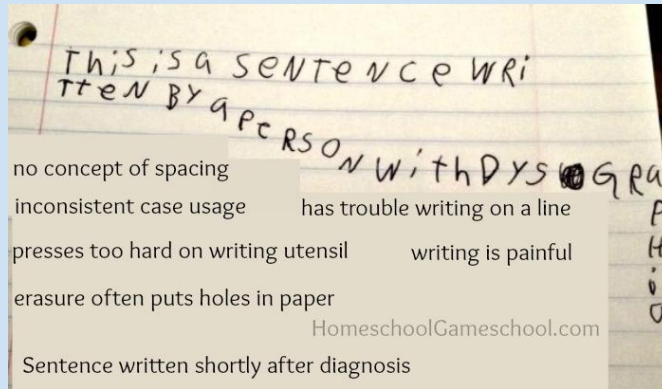


NOTE: Deaf-blindness, traumatic brain injury, and visual impairments are not shown because they each account for less than 1 percent of children served

TYPES OF LD

1. **Dyslexia:** Affects reading fluency, comprehension, writing spelling and sometimes speech.
2. **Dysgraphia:** Illegible handwriting, inconsistent spacing, difficulty pre-visualizing letter formation.
3. **Dyscalculia:** mathematical disability, grasping math concepts and solving arithmetic problems.

This is what a
dyslexic person
often has to deal
with just to read
a book



EFFECTIVE INSTRUCTION FOR LD

Dyslexia:

- Provide quiet areas for reading
- Don't count spelling on history, science or other similar tests
- Teach students to use logic rather than rote memory

Dysgraphia:

- suggest use of word processor
- reduce copying aspects of work
- Provide alternatives to written assignments

Dyscalculia:

- use color to differentiate problems
- Use rhythm and music to teach math facts and set steps to a beat
- draw pictures of word problems

IV. EMOTIONAL DISORDERS

Defined as:

(a) “An inability to learn that cannot be explained by intellectual, sensory, or health factors.”

(b) “An inability to build or maintain satisfactory interpersonal relationships with peers or teachers.”

-Emotional disturbances can affect a student beyond emotional areas. It can also affect physical, social, or cognitive skills.

SPECIFIC EMOTIONAL DISORDERS

Anxiety Disorders: irrational fear of everyday situations

Bipolar Disorders: dramatic mood swings from overly “high” to sad and hopeless

Eating Disorders: extremes in eating too much or too little, concern about body weight and shape

Obsessive-Compulsive Disorder: unwanted thoughts and/or repetitive behaviors

CAUSES AND CHARACTERISTICS OF ED

- student may always be unhappy or depressed
- hyperactivity
- withdrawal (not interacting with others)
- immaturity (inappropriate crying, temper tantrums)

No official cause(s), but several factors have been suggested. “Many of these students have experienced abuse or family problems, or another traumatic incident that has affected their behavior.”

TEACHING STRATEGIES

- Wraparound Services: “process brings all of the involved service providers together to create a natural support system that is founded on the strengths of the student and the community in which that student lives.”
 - Allow students to choose classroom tasks
 - Consistent and specific praise
 - In general, these students need a positive behavior support system and trust
- “Forming a relationship with these students that is built on empathy, trust, and mutual respect can often be the solution to many problem behaviors, and can have a lasting impact of the emotional development of the child.”

V. AUTISM SPECTRUM DISORDER

autism- represents a range of factors and variations

a developmental disorder that appears within early childhood

may be slow to develop language, not want to work/ play with other children

causes are not understood, some indications relate autism with genetics

parents and teachers need to work closely together for treatment plans and accommodations

OTHER HEALTH IMPAIRMENTS

Definition: “limited strength, vitality or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment that is due to chronic or acute health problems”

children with an "other health impairment" usually require accommodations, adaptations and/or modifications in their educational program and setting, an IEP

INDICATORS FOR OHI

- (1) many absences because chronic or acute health problem
- (2) inability to focus on tasks for longer periods of time
- (3) inability to perform tasks without medications
- (4) limited strength of vitality

SCREENING FOR OHI

- Screening
 - Required
 - Vision
 - Hearing
 - Recommended (Informal)
 - Behavioral observation (variety of settings)
 - Behavioral rating scales
 - Anecdotal records
 - School history (ex; attendance)
 - Parent/teacher interviews

REQUIRED EVALUATION DATA

- A. Social History
- B. Individual Intelligence
- C. Individual Achievement
- D. Adaptive Behavior
- E. Communicative Abilities
- F. Medical History

ELIGIBILITY FOR OHI

for eligibility for special education and related services under the category of "other health impairment," the following must be present:

A written statement from a physician, that includes:

1. type of health impairment
2. any school limitations
3. possible need for and effects of medication

SPECIFIC "OTHER HEALTH IMPAIRMENT"

- Attention Deficit Hyperactivity Disorder
 - ◆ Subtypes
 - Inattentive
 - Hyperactive- impulsive
 - Combined
- Special services
- Alternative treatments
 - ◆ Tutoring
 - ◆ Occupational Therapy (OT)

MODIFICATIONS & ACCOMMODATIONS

Modifications: changes in what a student is taught or expected to learn; example, making an assignment less demanding and more appropriate for student level

Accommodations: a change that helps student work around or overcome disability; example, having an interpreter for a child with hearing disability to ensure understanding

MODIFICATIONS & ACCOMMODATIONS CONT.

changes usually made in following areas

Scheduling

Setting

Materials

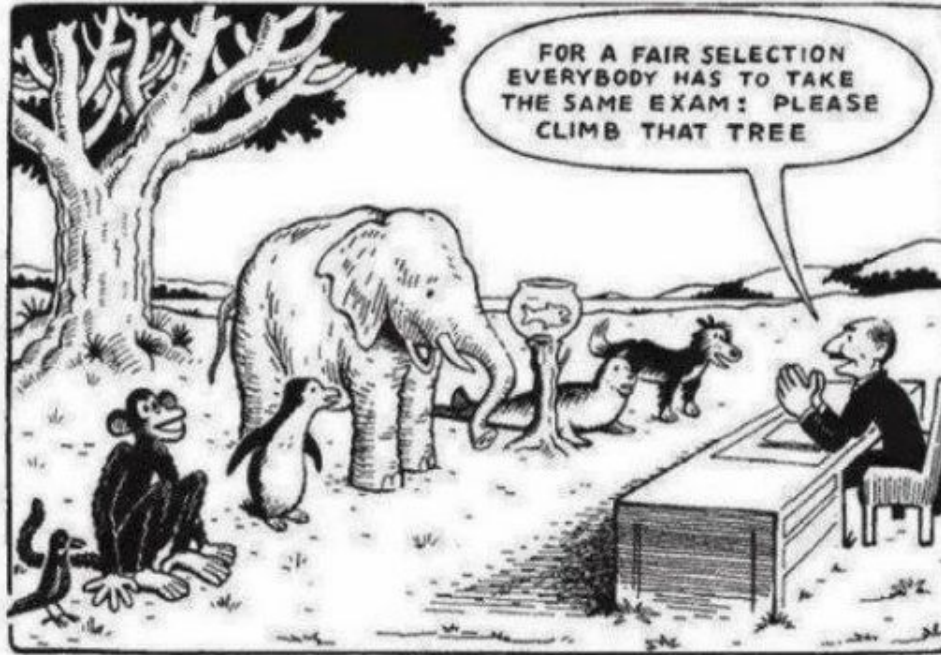
Instruction

Student Response

IMPORTANCE OF INCLUSION

It is important that students with disabilities be integrated into the regular classroom as much as possible:

- Helps students with and without disabilities with socialization
- Creates a diverse classroom
- Proven to not negatively affect general education students



Our Education System

“Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid.”

-Albert Einstein

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