



THE ROLE OF THE GENERAL EDUCATOR IN SPECIAL EDUCATION



OBJECTIVES

- Understand the role and responsibilities (and rewards!) of the general educator in the world of special education
- Understand the importance of participating in the special education evaluation and IEP development processes
- Be prepared to implement the individualized education program successfully!



GENERAL PRINCIPLES OF WORKING WITH CHILDREN WHO HAVE SPECIAL NEEDS

- Your students with special needs are “kids” who have the same needs as their typically developing peers.
- What are some examples of needs a student may have regardless of whether or not a disability is present?





ALL students belong.



ALL students matter.



ALL students KNOW they are IMPORTANT.



WHAT IS FAPE?

FAPE: Free Appropriate Public Education (FAPE)

- Under the IDEA, FAPE is defined as an educational program that is individualized to a specific child, designed to meet that child's unique needs, provides access to the general curriculum, meets the grade-level standards established by the state, and grants the child educational benefit.

Providing all students with what they need at no cost to the parent.



WHAT FAPE MEANS TO YOU

- Special education teachers and general education teachers alike may be the teachers of record for students with special needs.
- Both parties are held legally responsible for the education of **ALL** students, regardless of what their needs may be.



YOU ARE THE EXPERT

- Students usually are general education students first.
- The general education teacher has expertise in the content she or he is teaching and in Arizona's College and Career Ready Standards (AZCCRS).
- All students need to have access to the AZCCRS.



SO, WHAT ARE MY RESPONSIBILITIES?

- Child find
- Participation in the pre-referral and evaluation processes and considerations
- Participation in the development and implementation of the IEP



WHAT IS CHILD FIND?

- IDEA requires that all local education agencies (LEAs) locate, identify, and evaluate all children with disabilities.
- The general education teacher is an important part of this process and is often the first step in locating students.
- The general education teacher is also an important contributor, as students are identified and evaluated for special education eligibility.



CHILD FIND ACTIVITY FOR THE GENERAL EDUCATION TEACHER

A second grade student has had numerous office referrals and 12 days of suspension halfway through the year, and mom reports they have behavioral issues with the child at home.

Teacher or administrator should notify the child find coordinator of the concerns.

The child find coordinator will enter the information into a tracking log, communicate concerns to parents, and pass on student information to the Child Study Team (CST) leader.

The Child Study Team (CST) leader will call a child study team meeting to determine the best course of educational action for student.



INTERVENTIONS

- Child study team examines data from the classroom. . . your hard work is valued.
- The team may suggest more interventions to attempt in the general education classroom.
- Part of the team's activity is to document how a student is doing before, during, and after those interventions.

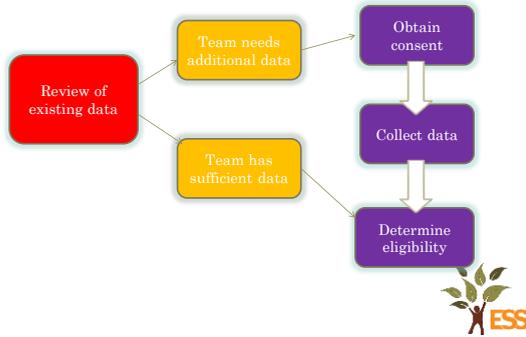


AFTER CHILD FIND

- Special education eligibility is determined through a multidisciplinary evaluation process.
- Some students referred for a multidisciplinary evaluation will not qualify.
- Eligibility is a *TEAM* decision based on data and several other considerations.



EVALUATION PROCESS



THINK ABOUT IT . . .

- What is the role of the general educator in the evaluation process?
- For example, in the review of existing data, the general education teacher’s role is essential, as this is the person who provides information about the student’s behavior and performance in the classroom!





POPCORN SHARING OUT!

- With regard to the multidisciplinary evaluation team . . .
 - Why will you need to be there?
 - What will you contribute?
 - What will you help decide?



THE MULTIDISCIPLINARY EVALUATION TEAM (MET)

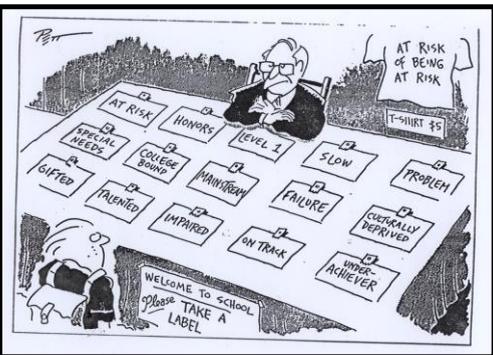
- Required team members:
 - Parent(s)/guardian(s) of the child
 - Not less than one general education teacher
 - Not less than one special education teacher
 - Local education agency (LEA) representative
 - An individual qualified to interpret evaluation results



ELIGIBILITY CONSIDERATIONS

- **THREE** prongs, not just a category:
 - Impact of the disability
 - What the student needs in order to be successful
 - Category of disability
- Category isn't as important as getting on the special education path. Services are based on student needs, not on the label.





J.W. Lloyd, E.J. Kameanui, and D. Chard (Eds.) (1997) Issues in educating students with disabilities.



THE IEP



THE PURPOSE OF AN IEP

- Describes current strengths, behaviors, achievement, needs, etc.
- Sets goals
- Defines services and supports
- Makes a commitment
- Documents compliance



ACCOMMODATIONS V. MODIFICATIONS

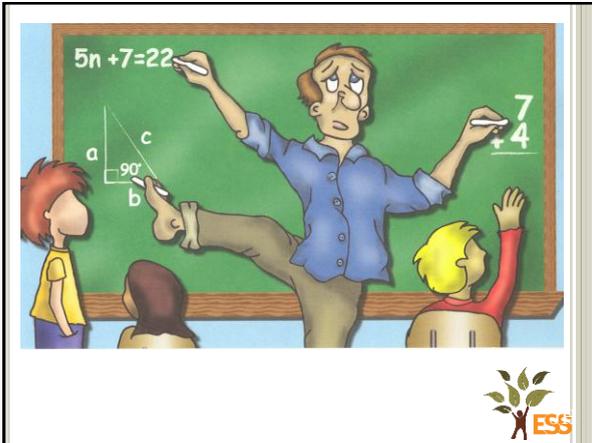
Accommodations	Modifications
<i>Do not</i> fundamentally alter or lower expectations or standards in instructional level, content, or performance criteria.	<i>Do fundamentally alter</i> or lower expectations or standards in instructional level, content, or performance criteria.
Changes are made in order to provide equal access to learning and equal opportunity to demonstrate what is known.	Changes are made to provide student with meaningful and productive learning experiences based on individual needs and abilities.
Grading is the same or based on the student's IEP accommodations.	Grading is different.



THE SPECIAL EDUCATOR AND THE GENERAL EDUCATOR

The special educator's responsibility is to support both the student with special needs *AND* the general educator in the classroom.





COMMUNICATION

Bring successes and concerns about your student with special needs to the student's team. These concerns may include:

- Behavior
- Academics
- Social challenges
- Parent relations and communication
- Progress

Ongoing communication is best accomplished by having regular, planned meetings.





YOUR MOST IMPORTANT ROLE:
Maximize the outcomes of your students . . . ALL your students!



WHAT IS YOUR ROLE IN THE SUCCESS OF YOUR STUDENTS WITH DISABILITIES?

- Provide structure
- Organization
- Predictability
- Clear expectations
- Proactive transitions between activities
- Role models
- Support
- Positive feedback and praise
- Provision of IEP accommodations
- Ongoing communication with the student's case manager and IEP team
- Outlets for behavior



WHAT IS YOUR ROLE IN THE SUCCESS OF YOUR STUDENTS WITH DISABILITIES?

- Uninterrupted listening
- Opportunities for self-directed activities
- Consistency
- Focus on strengths
- Proactive not reactive teaching
- Kindness
- Cues
- Developmentally and age-appropriate instruction
- Confidence-building activities
- Increased practice and reinforcement
- Choices
- Sensitivity

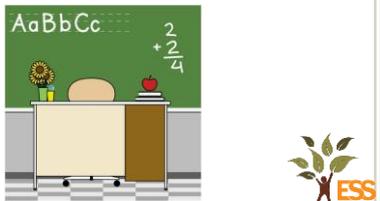


LRE/PLACEMENT



WHERE ARE THEY?

- 6% are in specialized settings
- 25% are in separate classes
- 35% are in general education and resource classes
- 34% are in general education



**INCLUSIVE SETTINGS . . .
WHAT DOES THE LAW REQUIRE?**

- Federal law requires that students with special needs receive their education in the least restrictive environment (LRE) in which they are able to function with support.
- *Special education is an individualized education PLAN, not a location.*



A CASE STUDY:

CHARLIE . . .

FAMILY BACKGROUND

- Divorced. Lives with mom. No contact with dad. Talks about his “bad dad who went to jail.”
- Qualifies for free lunch.
- Lived in a shelter for two weeks.
- Began new school in Sept. in second grade.



A CASE STUDY:

CHARLIE . . .

PERSONALITY AND BEHAVIORS

- Negative self-concept.
- Angry, aggressive, easily frustrated.
- Poor peer relationships.
- Fighting, stealing, manipulative.



A CASE STUDY:

CHARLIE . . .

ASSESSMENT AND PROGRAM

- Academically, one year below grade level.
- Teacher states that he cannot stay up with peers.
- Social problems including aggressive and delinquent behaviors.
- Mood changes.
- Program—inclusive second-grade classroom with one hour of resource and counseling.



A CASE STUDY:
CHARLIE . . .
RESULTS

- Isolated desk facing a wall throughout the day.
- Peers and teacher are afraid of him.
- No recess.
- Lunch with principal or administrative designee daily.
- Most of the day spent in time-out.



What went wrong?

Let's make it right.







STRATEGY SHARE



WINDOWPANE REFLECTIONS

<u>Ideas You Discovered</u>	<u>Feelings You Experienced</u>
<u>Questions to Pursue</u>	<u>Next Steps</u>



REFERENCES AND RESOURCES

- **Section 504**
<http://www.tusd.k12.az.us/contents/distinfo/sect504/speced.asp>
- **Office of Special Education Programs (OSEP)**
<http://www.ed.gov/about/offices/list/osers/osep/index.html>
- **Arizona Department of Education**
<http://www.azed.gov/>



CONTINUED . . .

- **Intervention Central**
<http://www.interventioncentral.org/>
- **LD Online—Resource for learning disabilities and ADHD**
<http://ldonline.org/>
- **The Inclusion Network**
<http://www.inclusion.org/inc/index-graphic.asp>
- **Inclusive Schools**
<http://www.inclusiveschools.org/default.asp>
- **Circle of Inclusion—Early education**
<http://circleofinclusion.org/>



CONTINUED . . .

- **Inclusion Lesson Plans**
<http://www.specialednews.com/educators/lessonplans/lessons.html>
- **Inclusion Lesson Plans with Technology**
<http://www.waza-inc.com/inclusion/>
- **National Association of Special Education Teachers**
<http://www.naset.org/>
- **Association for Supervision and Curriculum Development**
<http://www.ascd.org>
- **Co-teaching**
<http://www.2teachllc.org>



THANK YOU!



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