

IEP's, FBA's and BIP's, Oh My!

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Learning Objectives

Participants will understand:

1. The Individuals with Disabilities Education Act (IDEA)

Roles and responsibilities in:

2. Individual Education Plans (IEP's)
3. Functional Behavior Assessments (FBA's)
4. Behavior Intervention Plan's (BIP's)- OH MY!



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Do you feel like Dorothy?



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Objective #1

Understand Individuals with Disabilities Education Act



"If I only had a brain."

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Individuals with Disabilities Education Act (IDEA)

- Federal special education law
- IDEA 2004
- Ensures basic rights and equal access for children with disabilities
- Holds special education teachers to a higher standard
- Requires all special education students participate in state testing
- Includes children ages 3-22

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IDEA

Before IDEA


- Only one in five children with disabilities received an education
- Over 1 million were excluded from the education system
- 3.5 million students did not receive adequate services



Now- more students with disabilities:

- Are educated alongside their nondisabled peers when possible
- Participate in standardized testing
- Graduate high school
- Attend college or Technical School
- Gain employment

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Basic Rights

1. Receive a free and appropriate public education at no cost to parents
2. Least Restrictive Environment (LRE) and educated with nondisabled peers whenever possible
3. Supplementary supports from special education teachers when necessary
4. Assessments with parent consent to determine individual needs of the student

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Goals of IDEA

- Protect rights of children with disabilities
- Access to general education curriculum
- Reduce paperwork and focus on teaching
- Improve special education and related services
- Parent and school collaboration about decisions related to the child's education
- Avoid mislabeling of diverse students



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Qualifications

13 Disability categories

For a child to be eligible for services the disability must affect the child's educational performance.

1. Autism Spectrum Disorder (ASD)
2. Deaf-Blindness
3. Visual Impairment/Blindness
4. Developmental Delay (DD)
5. Emotional Behavior Disturbance (EBD)
6. Hearing Impairment/Deafness

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Disability Categories

- 7. Intellectual Disability (ID)
- 8. Multiple Disabilities
- 9. Orthopedic Impairment (OI)
- 10. Other Health Impairment (OHI)
- 11. Specific Learning Disabilities (SLD)
- 12. Speech/Language Impairment (SLI)
- 13. Traumatic Brain Injury (TBI)

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A child may not be identified as having a disability due to:

- 1. Speaking another language other than English and may not speak or understand English well (English Language Learner- ELL)
- 2. Not receiving adequate instruction in math or reading
- 3. Having low achievement due to cultural, economic, and/or environmental disadvantage

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Six Principles under IDEA

- 1. Free Appropriate Public Education (FAPE)
- 2. Appropriate Evaluation
- 3. Individualized Education Programs (IEP)
- 4. Least Restrictive Environment (LRE)
- 5. Parent & Student Participation in Decision Making
- 6. Procedural Safeguards



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IDEA: FAPE

Free and Appropriate Public Education (FAPE) is an educational right of all students. Includes special education and related services that:

- provided at public expense, without charge to parents
- meet the standards of the State educational agency;
- include an appropriate preschool, elementary, or secondary school education
- provided in conformity with the Individualized Education Program (IEP)



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IDEA: Appropriate Evaluation

"A child should not be subjected to unnecessary tests and assessments...and the LEA should not be saddled with associated expenses unnecessarily."

Evaluation activities should include gathering information related to enabling the child to be involved in and progress in the general curriculum.

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IDEA: IEP

- Individualized Education Program or Plan
- A written document for each child with a disability
- Road map for *special education* instruction, supports, and services
- It addresses skill gaps in the students learning and creates goals to close those gaps
- Designed to meet a student's unique needs



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IDEA: Least Restrictive Environment (LRE)

Students with disabilities are educated with nondisabled students to the maximum extent appropriate.

Special classes, separate school, or other removal of students with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

IEP team decision

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Defining LRE

Continuum of Alternative Placements



Standards-based IEP State-Directed Project – Winter 2011



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IDEA: Parent Participation



Parent and student participate in decision making

Meaningful opportunities to participate in the education of their child

Meaningful participation in IEP team meetings and decisions pertaining to the educational benefit of the student.

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**IDEA:
Procedural
Safeguards**

- Written document- rights of parents
- Ensures the rights of are protected
- Student with disabilities and their parents are provided with the information they need to make decisions about the provision of FAPE
- Procedures to resolve disagreements
- Offered and discussed at each IEP meeting

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Procedural Safeguards

1. Procedural Safeguards Notice
 - Written explanation of your rights covering IDEA and state laws
2. Parent Participation- equal partner on the IEP team
 - May call a meeting at any time
 - School may not develop, implement, or alter an IEP without consent

PROCEDURAL SAFEGUARDS
Your Family's Special Education Rights

Mississippi Department of Education
Office of Special Education
Revised December 17, 2013

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Procedural Safeguards

3. Access to educational records
 - View
 - Make corrections
4. Confidentiality of Information
 - Personal Identifying Information-
 - Family Educational Rights and Privacy Act (FERPA)

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Parental Rights

- Inspect & review educational records
- Obtain an individual educational evaluation
- Require written notification
- Request a due process hearing
- Appeal initial decisions to the State Education Agency
- Request reasonable attorney's fees from a court
- Give or refuse consent before an initial evaluation is conducted

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FERPA

Family Educational Rights and Privacy Act

- Protects the privacy of parents and student's information
- Protect students' records (grades, behavior, cumulative reports, etc.)
- Only staff working with student-Need to know basis
- Restrictions on sharing information
- Disciplinary action if violated
- Parents have right to access, review, and make corrections



FERPA
Family Educational Rights & Privacy Act

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HIPAA

- Health Insurance Portability and Accountability Act
- US law designed to provide privacy standards to protect patients' medical records and other health information
- Student health and medical records are confidential



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Procedural Safeguards

5. Informed Consent

- Prior to the initial assessment, parents are informed of the process and must give written consent.
- School may not evaluate, reevaluate, or provide special education services

6. Prior Written Notice

- Prior to changing anything in the program
- School must report what they would like to change and why

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Procedural Safeguards

7. Understandable Language

- General public
- Different languages

8. Independent Educational Evaluation

- If you disagree with school's findings
- Not a school employee
- School may disagree or agree with findings

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Procedural Safeguards

9. "Stay Put" Rights

- If you disagree
- Child stays with the current IEP



10. Dispute Resolution

- Mediation
- Complaint Investigation
- Due Process

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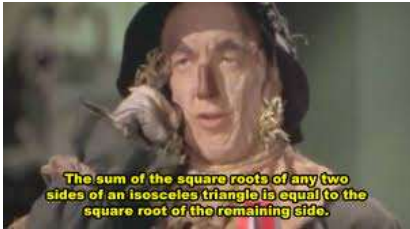
Child Find

- Federal law
- Schools must “*identify, locate, and evaluate*” any children that may require special education services
- ALL children age birth to 21
- Private schools, homeless, migrant, homeschool, refugee



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Feeling smarter?



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Objective #2

Individual Education Plan (IEP)

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IEP

- Written document - sped
- Road map- instruction, supports, and services
- Close the gaps
- Designed to meet a student's unique needs
- Prepare them for further education, employment, and independent living
- The rights of students and parents are protected
- Documents effectiveness of efforts to educate students with disabilities
- Accountability of schools to the federal government




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IEP

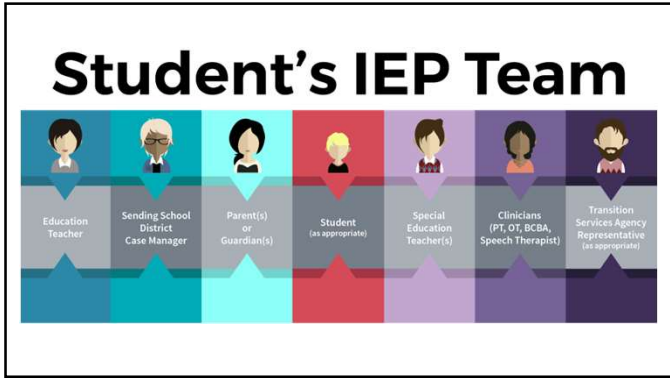
Required for children receiving special education services.

- Present levels
- Goals to address deficits
- Related services
- Time spent in gen. ed and sped
- Classroom accommodations
- Testing accommodations
- ESY



Not every child with a disability requires special education.


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IEP Parts


- Present Level of Academic Achievement and Functional Performance (PLAAPF)
- Student's current strengths, abilities, and challenges
- Grade level academics performance
- Functional performance- activities of daily living
 - behavior, communication, social skills, eating, dressing, and mobility



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IEP

- Annual goals and objectives
- How to close the gap between present levels and grade level standards
- Road map



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Related Services

- Speech
- Occupational Therapy
- Behavior support
- Counseling
- Adaptive PE
- Physical Therapy
- How does a child qualify for a related service?

IEP outlines how often and where services will be delivered.



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Accommodations

- Same task with variation in time allotted, setting, format, or presentation
- Modifications- A change to what is expected or taught
- Assistive Technology- any device, piece of equipment or system that helps bypass, work around or compensate for an individual's specific learning deficits.

Access learning in the classroom and throughout their school day
All staff who work with student need to know how to provide

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Testing Accommodations

- Describes how students will participate in school and statewide testing
 - Participate with or without accommodations
 - Regular assessment or Alternate Assessment
- Outlines accommodations required to support successful testing



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Role in the IEP

- Know present levels, goals and accommodations
- Collect data-
- Plan and implement Specially Designed Instruction under case manager
- Work to close the gap
- Ensure service minutes are met
- Share information

Understand your role.



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Don't allow yourself to get rusty!



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Objective #3: Functional Behavior Assessments

FBA's- Tier 3 intervention for chronic disruptive behaviors

- Assessment completed by qualified personnel to determine the function of a student's behavior.
- The "function" is the hypothesized reason the student engages in the behavior.
- Four Functions
- FBA drives the interventions and supports in the BIP but is not always warranted

There are four functions of behavior.



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Staff Role in FBA's

- Data collection
- Records review
- Interviews
- Observations
- Questions



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Objective #4: Behavior Intervention Plans

- Legal document signed by IEP team
- Target behaviors with baseline data
- Hypothesized function
- Function matched interventions
- Antecedent interventions
- Replacement goals
- Skill acquisition plan-teaching
- Behavior reduction goals
- Data collection, progress monitoring



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BIP Roles and Responsibilities

- Teacher, case manager, behavior staff, or special education director- BIP is needed, create and/or oversee
- All staff who work with student need to know
- Proper training and supervision- how to run interventions, respond to behaviors
- Supports- timers, break cards, supplies, token economy, types of prompting, etc.



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Staff Role in the BIP

- Teaching under direction of certified staff
- Visual support, technology, etc. STUDENT SUCCESS!
- Data collection
- Observations
- Collaboration and feedback with team
- Monitoring of student
- Safety plan
- Communication with IEP team, admin, parents- teacher or case manager

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High Quality Services

- Know the student
- Understand and implement the IEP and supports needed for success
- Ask for help/training
- Be flexible
- Compassion
- Fix stuff that isn't working
- Collaborate, share ideas
- Be proactive, not reactive



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Have Courage!



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