

# Resources and Activities in My Toolbox



Topic	Slide #	Toolbox Resource Used	Toolbox Example
Typical/ Atypical Development	19	Website <a href="http://www.pbs.org/wgbh/misunderstoodminds/">http://www.pbs.org/wgbh/misunderstoodminds/</a>	<p><b><u>Disability Simulation Forum</u></b></p> <p>Often teachers struggle with how to understand how different needs or abilities impact learning. It can be very helpful for to understand what children with differing abilities are experiencing.</p> <p>You will find the link to the website Misunderstood Minds in the forum section (to the left on this sheet) for this week. You will then choose <b>two</b> of the simulations there to learn what a child with visual, auditory, decoding, or memory issues may experience.</p> <p><b>Visual Activity</b> – Reading with Distractions (use link in Forum Assignment section)</p> <p><b>Auditory Activity</b> – Listening to Directions (use link in Forum Assignment section)</p> <p><b>Decoding Activity</b> – (use link in Forum Assignment section)</p> <p><b>Memory Activity</b> - (use link in Forum Assignment section).</p> <p>Then, choose <b>one</b> of the exercises below to experience loss of vision or hearing.</p> <p><b>Vision Activity:</b> Blindfold yourself for a short period of time (not while you are driving a car or operating heavy machinery) and try to do the things you always do.</p> <p><b>Hearing Activity:</b> Wear a pair of ear plugs for a while, maybe as you take a walk around the mall or interact with your children at home.</p> <p>Then answer the following questions:</p> <p><b>Post #1:</b> Answer the following questions in the first post.</p> <ul style="list-style-type: none"> <li>• Describe your three experiences and your reaction to them to your classmates giving details about how you felt and what was a struggle...or not.</li> <li>• Think of one of the activities you did. Then research a modification within the classroom that can be used for a child with that diverse ability. Choose a website, article, or YouTube video.</li> <li>• Then, explain how your modification is could be beneficial to a child and why you chose that modification. Be sure to explain the modification and cite at least one quote from the resource.</li> </ul> <p><b>Post #2:</b> Read all the posts in the class and then respond to the first post of a classmate who has not yet received a reply if you can. If not, post to the person with the least responses.</p> <p>Respond to the person's idea by:</p> <ul style="list-style-type: none"> <li>• Noting the similarities and differences about your experiences</li> <li>• Giving your thought about the modification idea after visiting the resource</li> <li>• Asking 1 further question about the modification</li> <li>• Explain one situation where you might use the modification in an early childhood classroom</li> </ul> <p><b>Post #3:</b> Reply to someone who has responded to you with a “thank you” and give an explanation of how his or her message was helpful and answer the given question.</p> <p>You should address all four points in your post and make sure you use spell check before posting.</p> <p><i><b>Make sure you check your spelling and use professional language.</b></i></p>

Topic	Slide #	Toolbox Resource Used	Toolbox Example
Learning About Diverse Abilities	20	Textbook <i>Anti-Bias Education for Young Children and Ourselves</i>	<p><b><u>Learning About Diverse Abilities and Fairness (Using Anti-Bias Curriculum Text)</u></b></p> <p>Read pages 125-134 in your <i>Anti-Bias Education</i> text. Then answer the following questions.</p> <ul style="list-style-type: none"> <li>• <b>Reflection:</b> Think back to when you were a child/teen. What do you feel you were taught about how "visible" a person with a disability should be? Remember, being taught can be with words or actions. If you were not taught with words, what did you understand about how "visible" a person with a disability should be? Was it acceptable to look at the person directly? Did you know or interact with anyone with a disability?</li> <li>• <b>Report and Respond:</b> Choose three bulleted points you feel are most important from the chapter and respond to it in the following manner: <ul style="list-style-type: none"> <li>• <b>State</b> the bulleted point.</li> <li>• <b>Example</b> – Give an example of how this could be used in your classroom (do not use given examples)</li> <li>• <b>Explain</b> how your example is important to children understanding other children with a disability.</li> </ul> </li> </ul> <p>You should have four full paragraphs in your answer (Reflection, Point 1, Point 2, Point 3) Be sure to check for spelling and grammar errors. Be sure to use the proper settings in the paper as noted in the Assignment Formatting area of the Syllabus.</p> <p>See rubric below (30 points):</p> <p><i>Reflection: /10</i></p> <p><i>Point 1 and Why: /6</i></p> <p><i>Point 2 and Why: /6</i></p> <p><i>Point 3 and Why: /6</i></p> <p><i>Spelling/Grammar: /2</i></p> <p><i>Make sure you check your spelling and use professional language.</i></p>

Topic	Slide #	Toolbox Resource Used	Toolbox Example
Learning About Specific Abilities	23	<p><b>Website and Article</b> 0 to 5 in 30 Minutes! Sensory Processing Disorders <a href="https://www.youtube.com/watch?v=_SSzkA6uTFs&amp;list=PLDA998AC929A52481&amp;index=11">https://www.youtube.com/watch?v=_SSzkA6uTFs&amp;list=PLDA998AC929A52481&amp;index=11</a></p> <p>Meeting the Sensory Needs of Young Children <a href="http://www.google.com/url?sa=t&amp;rct=j&amp;q=&amp;esrc=s&amp;source=web&amp;cd=1&amp;cad=rja&amp;uact=8&amp;ved=0CB0QFjAA&amp;url=http%3A%2F%2Fwww.naeyc.org%2Fyc%2Ffiles%2Fyc%2Ffile%2F201305%2FMeeting_Sensory_Needs_Thompson_0513.pdf&amp;ei=_ui_U6OjCteyyATTg4CoDQ&amp;usg=AFQjCNFg25SN6hgtb4yrk11OxFTgMFNwSQ&amp;sig2=th22UkQXH2wMySTsDvjBMA&amp;bvm=bv.70810081,d.aWw">http://www.google.com/url?sa=t&amp;rct=j&amp;q=&amp;esrc=s&amp;source=web&amp;cd=1&amp;cad=rja&amp;uact=8&amp;ved=0CB0QFjAA&amp;url=http%3A%2F%2Fwww.naeyc.org%2Fyc%2Ffiles%2Fyc%2Ffile%2F201305%2FMeeting_Sensory_Needs_Thompson_0513.pdf&amp;ei=_ui_U6OjCteyyATTg4CoDQ&amp;usg=AFQjCNFg25SN6hgtb4yrk11OxFTgMFNwSQ&amp;sig2=th22UkQXH2wMySTsDvjBMA&amp;bvm=bv.70810081,d.aWw</a></p> <p>Shake, Rattle, and Roll <a href="http://www.google.com/url?sa=t&amp;rct=j&amp;q=&amp;esrc=s&amp;source=web&amp;cd=5&amp;cad=rja&amp;uact=8&amp;ved=0CEEQFjAE&amp;url=http%3A%2F%2Fwww.superduperinc.com%2Fhandouts%2Fpdf%2F59_Sensory_Integration.pdf&amp;ei=0-i_U4aQHZCZyAT71oCgCg&amp;usg=AFQjCNHT5w4cfmirjknWsoLMLs05vSIAqA&amp;sig2=dsBJJfY2v13ul_03EVqiRA&amp;bvm=bv.70810081,d.aWw">http://www.google.com/url?sa=t&amp;rct=j&amp;q=&amp;esrc=s&amp;source=web&amp;cd=5&amp;cad=rja&amp;uact=8&amp;ved=0CEEQFjAE&amp;url=http%3A%2F%2Fwww.superduperinc.com%2Fhandouts%2Fpdf%2F59_Sensory_Integration.pdf&amp;ei=0-i_U4aQHZCZyAT71oCgCg&amp;usg=AFQjCNHT5w4cfmirjknWsoLMLs05vSIAqA&amp;sig2=dsBJJfY2v13ul_03EVqiRA&amp;bvm=bv.70810081,d.aWw</a></p> <p><b>NOTE:</b> These resources are all included in the Landing Pad</p>	<p><b><u>Sensory Integration Forum</u></b></p> <p>Sensory integration is an issue that is common with younger children and often identified in the preschool years. <i>"Sensory processing (sometimes called "sensory integration" or SI) is a term that refers to the way the nervous system receives messages from the senses and turns them into appropriate motor and behavioral responses. Whether you are biting into a hamburger, riding a bicycle, or reading a book, your successful completion of the activity requires processing sensation or "sensory integration."</i></p> <p><i>Sensory Processing Disorder (SPD) is a condition that exists when sensory signals don't get organized into appropriate responses. SPD has been likened to a neurological "traffic jam" that prevents certain parts of the brain from receiving the information needed to interpret sensory information correctly. A person with SPD finds it difficult to process and act upon information received through the senses, which creates challenges in performing everyday tasks. Motor clumsiness, behavior problems, anxiety, depression, school failure, and other impacts may result if the disorder is not treated effectively."</i> <a href="http://www.spdfoundation.net/about-sensory-processing-disorder.html">http://www.spdfoundation.net/about-sensory-processing-disorder.html</a></p> <p><b>Post #1:</b> Watch the video and read the articles about Sensory Processing found in the Forum Assignments section to this week.</p> <ul style="list-style-type: none"> <li>Summarize in 3-5 sentences your understanding of Sensory Processing issues using two quotes from the resources.</li> </ul> <p>Then, respond to this scenario.</p> <p><i>Micah is a three-year-old in your preschool classroom. He is exhibiting signs of a sensory integration issue. He is very sensitive to sound as well as light and often does not like to participate in singing or outdoor time, preferring to be alone and away from the sound and bright light. His family and pediatrician have both expressed concerns that he may have sensory integration issues and he has been referred for further testing. You are discussing with the classroom team at your school how to best support him and meet his needs.</i></p> <p>In your post, give the following:</p> <ul style="list-style-type: none"> <li>Provide the class with a link to a website or YouTube video (that no one else has given a link to) that gives evidence-based practices for interventions/activities you can use within your classroom to help with Micah with his sensory processing issues.</li> <li>Name and describe three interventions from that website/video to share with your peers and explain why and during what time of day you think they are helpful. Be sure to use 2 quotes from the website or video.</li> </ul> <p><b>Post #2:</b> Read all the posts in the class and then respond to the first post of a classmate who has not yet received a reply. Respond to the person's website by:</p> <ul style="list-style-type: none"> <li>Giving your thoughts about the website/video including what you find helpful about it. Be sure to use one quote from the video/website to support what you are saying.</li> <li>Responding to the person's situations and why you think they may be valuable.</li> <li>Asking 1 further question about the situations that will challenge your peer to think further.</li> </ul> <p><b>Post #3:</b> Reply to someone who has responded to you with a "thank you" and give an explanation of how his or her message was helpful and answer the given question.</p> <p><i>Make sure you check your spelling and use professional language.</i></p>

Topic	Slide #	Toolbox Resource Used	Toolbox Example
The Early Childhood Special Education Process	24	<p><b>Online handouts</b></p> <p>Become Friendly with Special Education  <a href="http://www.sau41.org/student_services/Become%20Friendly%20with%20Special%20Education.pdf">http://www.sau41.org/student_services/Become%20Friendly%20with%20Special%20Education.pdf</a></p> <p>What is the difference between an IFSP and an IEP?  <a href="http://www.pacer.org/parent/php/PHP-c59.pdf">http://www.pacer.org/parent/php/PHP-c59.pdf</a></p> <p>The IFSP Process: Referral Through Program Evaluation  <a href="http://www2.ku.edu/~ksk/its/ta/Packets/WritingFamily_GuidedPDF/IFSPProcess.pdf">http://www2.ku.edu/~ksk/its/ta/Packets/WritingFamily_GuidedPDF/IFSPProcess.pdf</a></p> <p><b>Attached handouts (pages 9-16)</b></p> <ul style="list-style-type: none"> <li>• IEP Process Flowchart</li> <li>• Become Friendly with Special Education (read ONLY pages 3 and 4)</li> <li>• Difference Between IFSP and IEP</li> <li>• IFSP Process</li> <li>• IFSP Flowchart</li> <li>• Section 504 Process Flowchart</li> <li>• 504 Process Flowchart</li> </ul>	<p><b><u>Researching the Early Childhood Special Education Process Forum</u></b></p> <p>This is a Jigsaw Learning Activity. You will be divided into groups. Each group will each be asked to research a specific topic. Then you will present your findings to the class individually. When you reply to someone, you are not allowed to respond to someone in your group, but in another group so you can learn more. Here is the research.</p> <p>The Early Childhood Special Education Process can be very confusing to parents and families as well as educators. In order to be familiar with the different pieces of the Early Childhood Special Education Process, you will be researching on piece of it and reporting on what you have learned. Beneath each topic is the series of questions you will be required to answer in your first post. Cut and paste the questions into your first post and then answer those using complete sentences.</p> <p><b>Post #1:</b></p> <p><b>IEP Process (A-H)</b>  Read three short articles found in the Forum Assignments Section for this week.</p> <ul style="list-style-type: none"> <li>• IEP Process Flowchart</li> <li>• Become Friendly with Special Education (read ONLY pages 3 and 4)</li> <li>• Difference Between IFSP and IEP</li> </ul> <p>Then answer the following questions:  1. List and explain the basic steps of the IEP Process as best you can.  2. Using 3-5 sentences, explain the difference between the IEP and IFSP Process according to the article.  3. Reflect on how easy or difficult it was to understand this process if you were a parent. Which form/article was easiest to understand (2-3 sentences).</p> <p><b>IFSP Process (I-N)</b>  Read three short articles found in the Forum Assignments Section for this week.</p> <ul style="list-style-type: none"> <li>• IFSP Process</li> <li>• IFSP Flowchart</li> <li>• Difference Between IFSP and IEP</li> </ul> <p>Then answer the following questions:  1. List and explain the basic steps of the IFSP Process.  2. Using 3-5 sentences, explain the difference between the IEP and IFSP Process according to the article.  3. Reflect on how easy or difficult it was to understand this process if you were a parent. Which form/article was easiest to understand (2-3 sentences)</p> <p><b>504 Plan Process (O-Z)</b>  Read three short articles found in the Forum Assignments Section for this week.</p> <ul style="list-style-type: none"> <li>• Section 504 Process Flowchart</li> <li>• 504 Process Flowchart</li> <li>• Become Friendly with Special Education (read ONLY pages 14 and 15)</li> </ul> <p>Then answer the following questions:  1. List and explain the basic steps of the 504 Process.  2. Using 3-5 sentences, explain what the 504 Process is.  3. Reflect on how easy or difficult it was to understand this process if you were a parent. Which form/article was easiest to understand (2-3 sentences)</p>

Look at the parentheses after the name of the process. If your last name is in that category of letters, you will research that process. For example, if your last name is Smith, you would research the 504 Process. Once you have determined your Process, read below.

**Post #2:** Examine the post of someone from another process group.

- Quickly read the form/article that this person said was easiest to understand.
- Rate the ease of understanding the form on a scale of 1-10 (1 being Poor and 10 being Excellent).
- Review the person's summary of the process and comment on it. (2 sentences)

**Post #3:**

Examine the post of someone from another process group.

- Quickly read the form/article that this person said was easiest to understand.
- Rate the ease of understanding the form on a scale of 1-10 (1 being Poor and 10 being Excellent).
- Review the person's summary of the process and comment on it. (2 sentences)

*Make sure you check your spelling and use professional language.*

Topic	Slide #	Toolbox Resource Used	Toolbox Example
Evaluation and Assessment	25	Website, Video, and Article	<p><b><u>Who are the Specialists? Forum</u></b></p> <p>This is a Jigsaw Learning Activity. You will be divided into groups and you will each be asked to research a specific topic. Then you present your findings to the class individually. When you reply to someone, you are not allowed to respond to someone in your group, but in another group so you can learn more. Here is the research.</p> <p>When you work with various children, you will come into contact with specialists who work one-on-one (or in groups) within the classroom. Specialists are people who work on specific skills such as speech with a child. Below, you will find three examples of specialists.</p> <ul style="list-style-type: none"> <li>• Occupational Therapist (A-H)</li> <li>• Speech/Language Therapist (I-N)</li> <li>• Physical Therapist (O-Z)</li> </ul> <p>Look at the parentheses after the name of the specialist. If your last name is in that category of letters, you will research that specialist. For example, if your last name is Smith, you would research the Physical Therapist. Once you have determined your specialist, read below.</p> <p><b>Post #1:</b></p> <ol style="list-style-type: none"> <li>1. Find 1 specific web page and 1 YouTube Video that describes your specialists and what they do and how they work with students with special needs</li> <li>2. For each website and video do the following: <ul style="list-style-type: none"> <li>• Name the website and video (and provide the links)</li> <li>• Summarize what you can find in each one</li> <li>• Explain one new idea you have learned from them.</li> </ul> </li> </ol> <p><b>Post #2:</b></p> <p>Examine the post of someone from another specialist group.</p> <ul style="list-style-type: none"> <li>• Explain what that specialist does in your own words.</li> <li>• Rate each website and video on a scale of 1-10 (1 being Poor and 10 being Excellent).</li> <li>• Explain your rating to your peer. Be sure to consider how user-friendly it is, how helpful and informative it is, and how it can answer questions you need to know as an educator.</li> </ul> <p><b>Post #3:</b></p> <p>Examine the post of someone from the other specialist group you did not research.</p> <ul style="list-style-type: none"> <li>• Explain what that specialist does in your own words.</li> <li>• Rate each website and video on a scale of 1-10 (1 being Poor and 10 being Excellent).</li> <li>• Explain your rating to your peer. Be sure to consider how user-friendly it is, how helpful and informative it is, and how it can answer questions you need to know as an educator.</li> </ul> <p><i>Make sure you check your spelling and use professional language.</i></p>

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Classroom Implementation	26-29	<b>Outside Modules</b> CONNECT Module 1: Embedded Interventions <a href="http://community.fpg.unc.edu/connect-modules/learners/module-1">http://community.fpg.unc.edu/connect-modules/learners/module-1</a>	Content from CONNECT Module 1 is embedded throughout the course.
Ongoing Monitoring and Supports	30	<b>Outside Modules Articles</b> (supplement with article about Social Narratives or examples)  NOTE: Additional resources on social narratives or social stories are <a href="http://autismpdc.fpg.unc.edu/content/social-narratives">http://autismpdc.fpg.unc.edu/content/social-narratives</a> (social narratives)  <a href="http://csefel.vanderbilt.edu/resources/strategies.html#scriptedstories">http://csefel.vanderbilt.edu/resources/strategies.html#scriptedstories</a> (scripted stories)  <a href="http://challengingbehavior.fmhi.usf.edu/dorresources/teaching_tols/ttyc_toc.htm">http://challengingbehavior.fmhi.usf.edu/dorresources/teaching_tols/ttyc_toc.htm</a> (scripted stories)	<p><b><u>Creating Social Narratives Assignment</u></b></p> <p>You should have already signed up for the AIM website (link) in the Assignment section of this week, but if you have not, please register at the website.</p> <ul style="list-style-type: none"> <li>• Go to the AIM website - Autism Internet Modules</li> <li>• Once inside the website, login.</li> <li>• Go to the bottom of the main page and click on Autism in the Classroom.</li> <li>• Scroll down to Social Narratives and Click on the Arrow then Click on Enter Module.</li> <li>• Once there, work your way down the menu on the left side, starting with Introduction and ending with Frequently Asked Questions. You do not need to continue further. Be sure to take the pre-assessment and post-assessment and read each area carefully.</li> </ul> <p>When you have completed the module, read the resource in the Assignment section for this week called Social Narrative Steps.</p> <p>Here is the written assignment: Read the following scenario:</p> <p><i>Mohammed is a five-year-old in your kindergarten room. He enjoys being with other children, but often has a difficult time sharing materials at his table. He does not like to wait his turn at the drinking fountain or the slide outside. He tends to push and yell at other children in the class when he wants to get to these two things in particular as they seem to be his favorite. You would like to see this behavior diminish by helping Mohammed learn about turn taking in the classroom and on the playground. You decide to write a social story to him that you can read to him individually and even to a small group.</i></p> <p>Part 1: Write a Social Story based on the scenario that you can read to Mohammed. You will put this into a form of a story. You should add clip art or pictures to help Simon understand the story.</p> <p>Part 2: After the story, explain how doing this assignment can help you become a better educator. How does your knowledge of social narratives help you improve as a professional educator?</p> <p>Then, give three scenarios explaining how you could use social narratives in a classroom setting with a child with special needs <b>and</b> typically developing children and why the social narratives may be helpful to <b>all students</b>. The two sections should be clearly marked and spell checked. The number of pages may vary as you may want to put each section of your story on separate pages so you can print them out as a book to use with Simon (or another child). Be sure to include part 2.</p> <p>The document should have a heading with your name, date, class and assignment name.</p> <p>See rubric below (50 points):  <b><i>Accuracy and Specifics of Story: /30</i></b>  <b><i>Strength of Explanation of How this Can Help You Be a Better Educator: /20</i></b>            Points WILL be deducted for spelling and grammatical errors.</p>

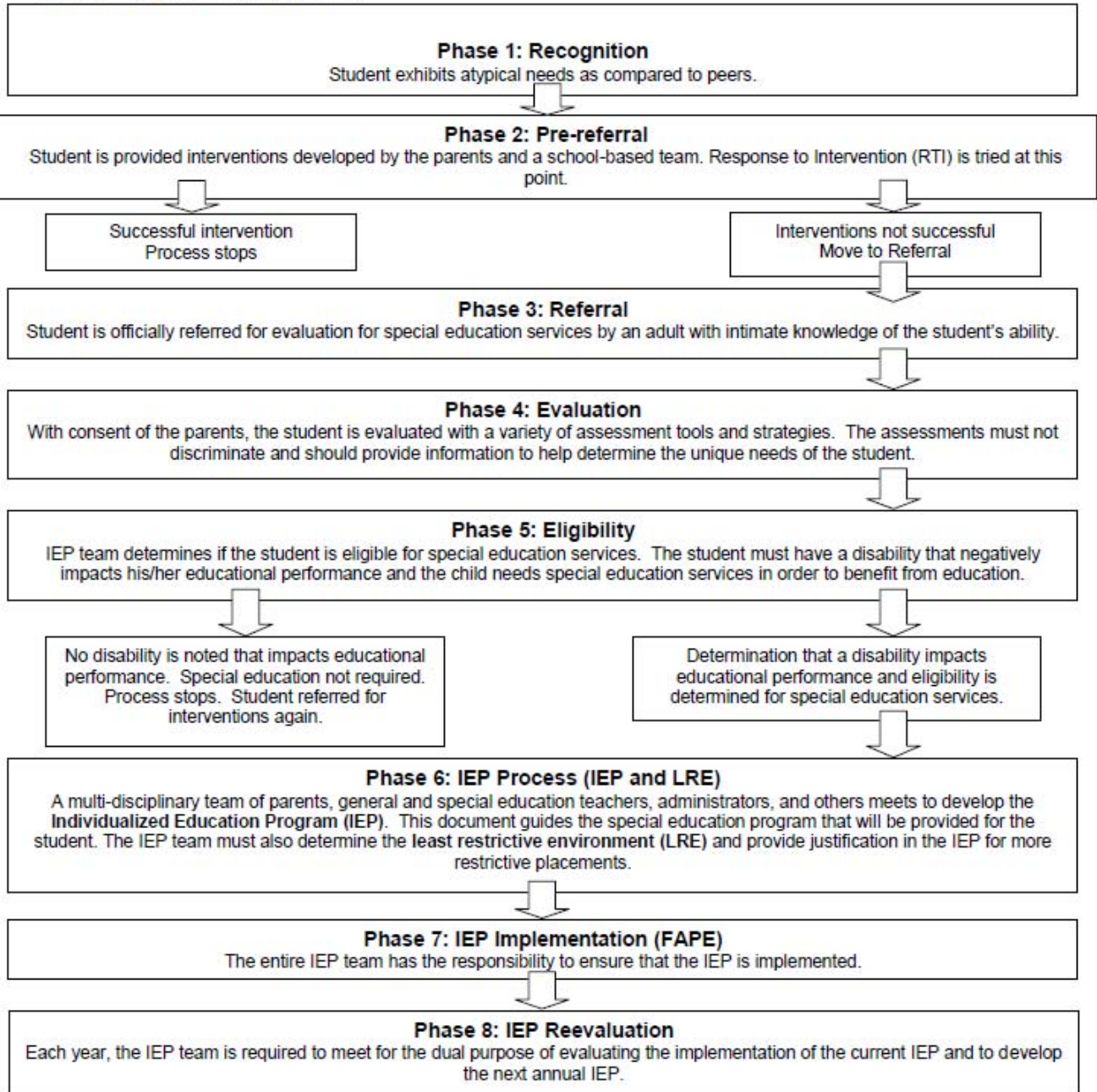
Topic	Slide #	Toolbox Resource Used	Toolbox Example
Collaborating with Family and Communities	31	<p><b>Articles</b> Kaczmarek, L. (2006). Supporting families of children with disabilities in inclusive programs. <a href="http://www.naeyc.org/files/yc/file/200601/KaczmarekBTJ.pdf">http://www.naeyc.org/files/yc/file/200601/KaczmarekBTJ.pdf</a></p> <p>Partnering with Families of Children with Special Needs <a href="http://www.naeyc.org/files/yc/file/200909/FamiliesOfChildrenWithSpecialNeeds0909.pdf">http://www.naeyc.org/files/yc/file/200909/FamiliesOfChildrenWithSpecialNeeds0909.pdf</a></p> <p>Natural Environments: A Letter From a Mother to Friends, Families, and Professionals <a href="http://yec.sagepub.com/content/5/3/21.full.pdf+html">http://yec.sagepub.com/content/5/3/21.full.pdf+html</a></p> <p>Maude, S. P., &amp; Dempsey, J. L. (2009). Improving relationships between families and practitioners during the early years. <i>Impact</i>, 22(1), 4-5. <a href="http://ici.umn.edu/products/impact/221/3.html">http://ici.umn.edu/products/impact/221/3.html</a></p> <p><b>NOTE:</b> These resources are all included in the Landing Pad</p>	<p><b>Ideas and Challenges When Working with Families Assignment:</b> Often, families of children with special needs are concerned about their child, particularly if they are beginning the IFSP or IEP process. Read through two of the four resources that explain how to support and partner with families:</p> <ul style="list-style-type: none"> <li>• Supporting Families of Children with Disabilities in Inclusive Programs</li> <li>• Partnering with Families of Children with Special Needs</li> <li>• Natural Environments: A Letter From a Mother</li> <li>• Improving Relationships Between Families and Practitioners During the Early Years</li> </ul> <p><b>Choose three ideas or concepts</b> from each of the two resources (<b>six ideas altogether</b>) you feel are most important when partnering with families and you are most eager to try. Then do the following:</p> <ul style="list-style-type: none"> <li>• State the idea (and cite which article it came from)</li> <li>• Explain why this idea is important to utilize in the classroom.</li> <li>• Give an example of how this could be used in your classroom (do not use the examples mentioned in the articles)</li> </ul> <p><b><i>This should be three paragraphs total. Then, respond to this scenario:</i></b> <i>Four-year-old Shaniqua and her family have joined your program this year. She has just been diagnosed with autism and has exhibited sensory processing issues and social issues (she does not verbalize to other children) within the classroom during the month she has been in your room. Each member of her family is at different points in the process of reacting to the diagnosis. Some of them are interested in learning more and some want Shaniqua to be tested further. Others are asking if she will grow out of this when she enters Kindergarten. As the classroom's head teacher, you want to be as helpful to the family as possible to ensure success during this year in your program.</i></p> <p>Using the resources you read and any others you may find online, address each of the family member's concerns:</p> <ol style="list-style-type: none"> <li>1. Find a family-friendly resource or website that you can give to the family giving <b>evidence-based</b> information about Shaniqua's condition. Explain why this resource is helpful and give the website. Cite two things from the resource that you might highlight for the family.</li> <li>2. Find a local family support group to recommend to the family and explain why a support group may be helpful. Consider and explain which family member may be interested in a support group and why you think this would be helpful for them.</li> <li>3. Find a local resource for the family where they can get more information about autism and explain how you give this to the family and when.</li> <li>4. Finally, find two resources explaining evidence-based practices to use in order to help address the social issues and sensory issues within the classroom <b>that you could also give to the family to try implementing at home.</b> Explain 3 activities you could use both in the classroom <b>and</b> at home. Explain what issues each would address and why these activities are helpful to Shaniqua. Be sure to cite the websites you used to find the evidence-based practice.</li> </ol> <p><b>This should be four paragraphs total. You should have seven full paragraphs in your paper.</b></p> <p><b>Rubric (50 points):</b></p> <ul style="list-style-type: none"> <li>• Three Ideas with Why and Example : /10</li> <li>• Family Friendly Resource: /10</li> <li>• Local Support Group: /5</li> <li>• Local Resource: /5</li> <li>• Two resources with practices to share: /20</li> </ul>



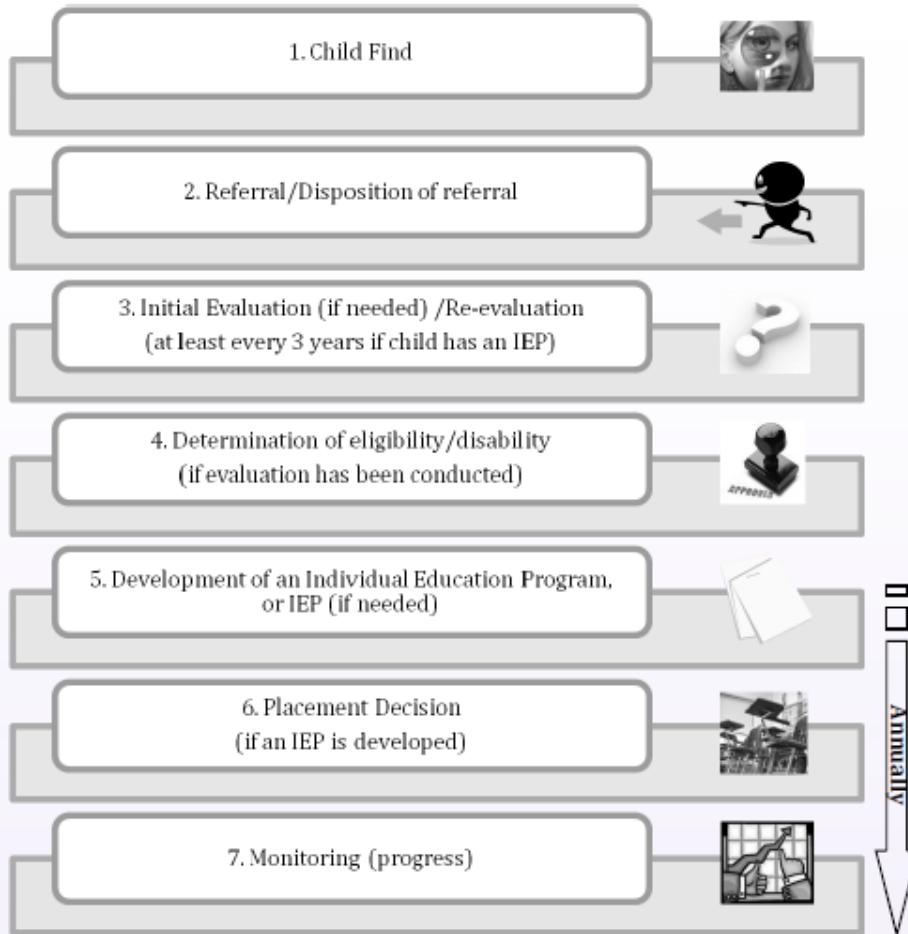


# The IEP Process Flowchart

This flow chart illustrates the IEP referral process. Start at the top and follow the arrows downward to guide you through the different phases in the process from when it is recognized that a student may need additional assistance and continue through all the possible steps. It should be noted that there are areas on the flow chart where the process can halt depending on the student's needs.



## The Special Education Process



See page 4 for  
detailed  
explanations about  
each of the steps

### Repeating Steps

If a student is identified within special education, an IEP is updated annually to address changing concerns and a comprehensive evaluation is done every three years.



### Did you know?

Many times students receive support and interventions via a process called Response To Intervention, or RTI. Some students who receive support via RTI will require more intense instruction and strategies and will enter special education. Some students are successful in the classroom independently as a result of RTI supports and services and do not require additional specialized instruction.

*"Continuous effort—not strength or intelligence—is the key to unlocking your potential."*

*Winston Churchill—British Prime Minister*

# The Special Education Process Explained

## 1. Child Find

School districts have a legal responsibility to be aware of any student (age 3 – 21) in the towns they serve, that may need assistance in meeting educational or functional milestones or standards. Students who are in the school systems are continuously assessed to ensure learning. Information is available to the public making them aware that they can contact the school at any time if there is a concern.

## 2. Referral/Disposition of referral

When there is a concern about a child whether from a teacher or a parent, a referral is a means to bring all concerns up for discussion. The school will meet with the parents and will bring personnel who have an expertise in the area of concern. You may contact your child's school at any time for more information, and the school will be communicating with the family if they have concerns. After a referral has been made, a meeting will be held to dispose of the referral. The purpose of this meeting is to discuss the referral, share data, and decide on a plan of action. Several decisions can be made: continue to provide support in the regular classroom, provide an intervention and reconvene, conduct an evaluation to gain more information about the suspected area of concern (see pages 5-7 for more information about evaluation and disabilities).

## 3. Initial Evaluation (if need is determined)/ Re-Evaluation (at least every 3 years if child has an IEP)

See pages 5-7 for more details.

## 4. Determination of eligibility/disability (if evaluation conducted)

The team presents and discusses all evaluation results and determines whether a disability exists and if it exists, what is the identification (for more details see pages 5-7). If a disability exists the team needs to decide if and how it affects the student in the classroom and if the student requires specially designed instruction in order to make progress in school.

## 5. Development of an Individual Education Program, or IEP (if needed)

The team develops the plan to address all student's areas of need. For detailed explanation see pages 8-9.

## 6. Placement Decision (if an IEP is developed)

A decision about what types, frequency and quantity of services are needed, who will provide them and where.

## 7. Monitoring (Progress—Ongoing)

An IEP progress report comes home with the regular report card to explain how the child is making progress towards the goals stated in the IEP.



### Timeline:

15 days between receipt of referral by the school to holding disposition meeting.



### Timeline:

45 days from receipt of parental consent to complete an evaluation and determine disability/eligibility.



### Timeline:

30 days to develop an IEP from date eligibility is determined by the team.

### ***Did you know?***

*Days = calendar days*

*Parents have up to 14 days to respond to any required written consent by the school*

*Extension of any time period in the decision making process can happen with mutual agreement at any step during the process*

# What is the difference between an IFSP and an IEP?

**My 2-year-old son has an Individualized Family Service Plan (IFSP). We are told that when he turns 3, he will have an Individualized Education Program (IEP). What is the difference?**

The major difference between an IFSP and an IEP is that an IFSP focuses on the child and family and the services that a family needs to help them enhance the development of their child. The IEP focuses on the educational needs of the child.

An IEP is an education document for children ages 3 to 21. It focuses on special education and related services in schools. An IFSP is much broader. It is used for children from infancy through age 2, involves the family more, and may include professionals from several disciplines in planning for the child.

An IFSP is based on an in-depth assessment of the child's needs and the needs and concerns of the family. It contains 1) information on the child's present level of development in all areas; 2) outcomes for the child and family; and 3) services the child and family will receive to help them achieve the outcomes.

Services available through the IFSP are usually provided in the child's home. The federal Individuals with Disabilities Education Act (IDEA) states that services are to be provided in the child's "natural environment." This could include a child care setting, Early Head Start, preschool, or other community setting in which young children without disabilities would typically be found.

An IFSP is a document or written plan. The term "IFSP" also refers to the process of determining what services a young child with developmental delays or disabilities needs. It uses an "interagency" approach by involving representatives of several agencies (usually education, health, and human services) and other resources that can help the child and family. This process provides an opportunity for sharing between families and staff so that families can make informed choices about the early intervention services they want for their child and themselves.

A "service coordinator" is assigned to assist the child's family with the IFSP process. The service coordinator convenes IFSP planning meetings after contacting professionals who should be involved in the child's plan and others the family would like to attend the meeting. The main purpose of the IFSP meeting is to offer information and resources to the family and talk about their concerns. A planning meeting must also define each agency's role and financial responsibility in the child's plan.

The chart on the next page illustrates the differences between an IFSP and an IEP.

## **Related Resources**

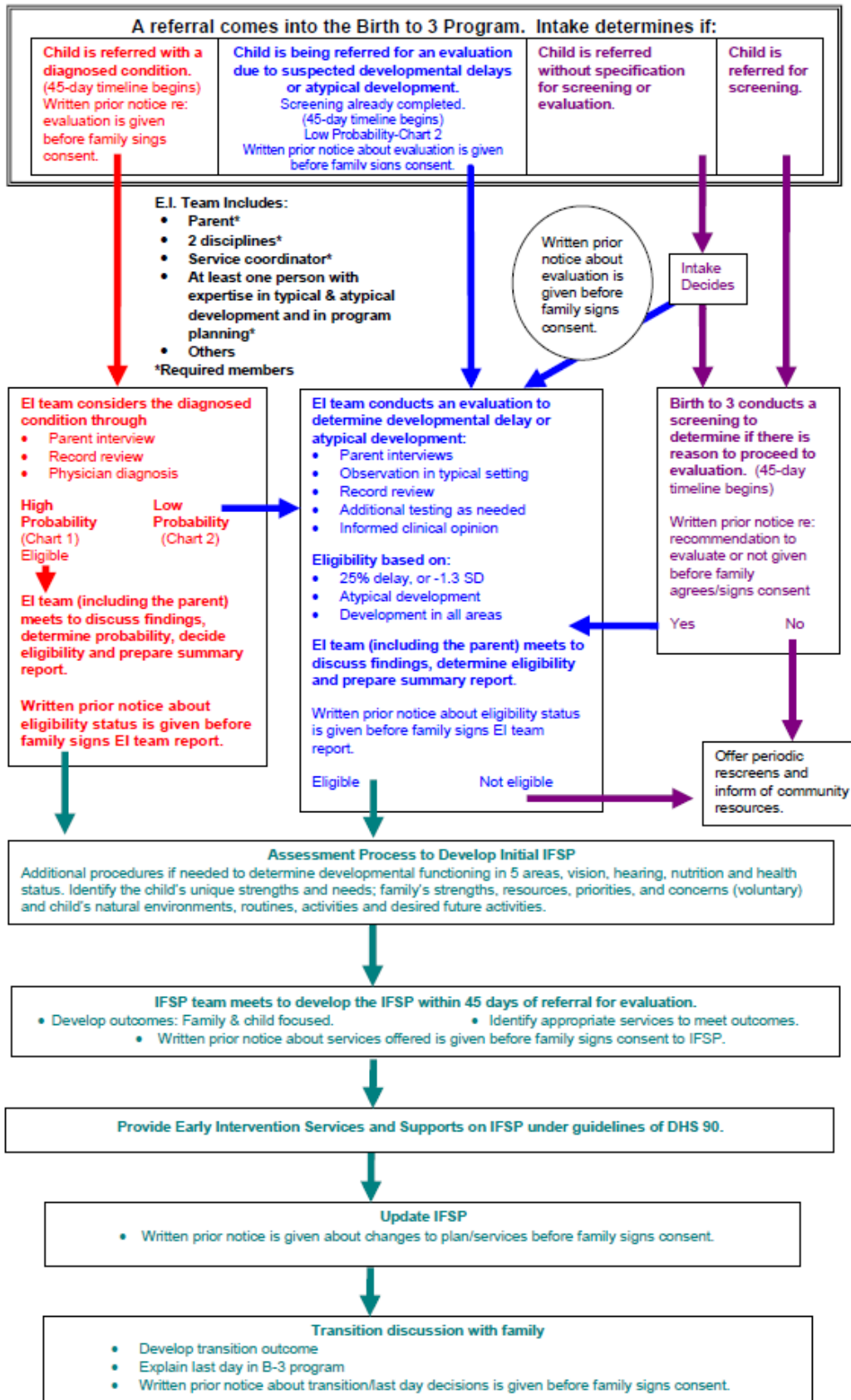
For more information, see the PACER Center booklets, "Early Childhood Transition Guidebook," and "A Guide for Minnesota Parents to the Individualized Education Program (IEP)."

### **Features of the Individualized Family Service Plan (IFSP) and the Individualized Education Program (IEP)**

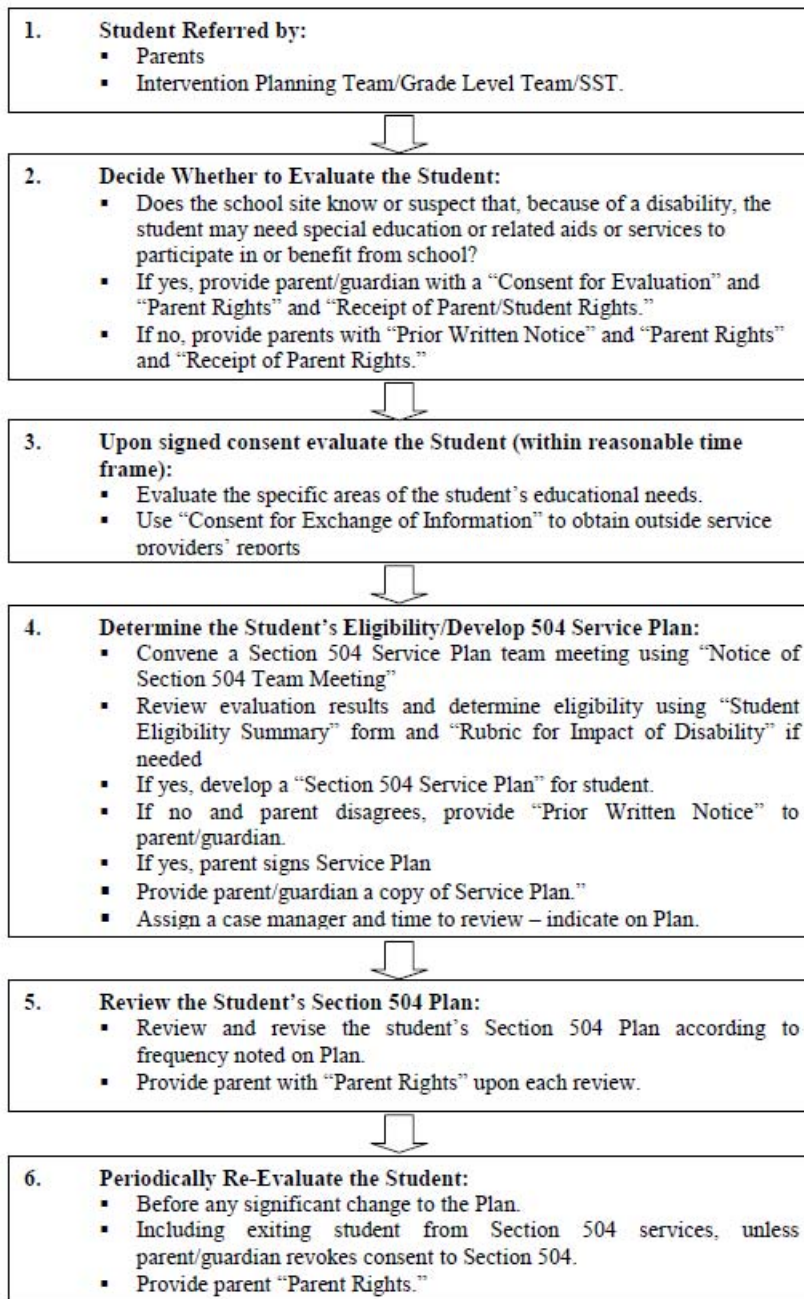
There are some significant differences between an IFSP and an IEP. This chart will help to inform you of these differences and avoid confusion as you discuss services for your child.

<b>IFSP</b>	<b>IEP</b>
Used in early intervention for children ages birth through 2 and their families	Used in special education for children ages 3 to 21
Includes information about the child's present levels of development	Includes information about the child's present levels of educational performance and participation in developmentally appropriate activities
With the family's approval, it may also include information regarding the family's resources, priorities, and concerns related to the development of their child	Includes information about the family's concerns for enhancing the child's education
After the team determines a list of priorities and concerns, the family determines which outcomes will be included on the IFSP	The IEP team, including the parents or guardians and related service providers who work with the child, determines the goals
Includes the major outcomes desired for the child and family, as well as the methods, timelines, and a plan to measure progress	Includes measurable annual goals, academic and functionally, designed to: <ul style="list-style-type: none"> <li>• Enable the child to be involved in and make progress in the general curriculum;</li> <li>• Describe how progress will be measured and how often</li> <li>• Describe how progress will be reported to the family</li> </ul>
Includes the natural environments where services will be provided	Describes services provided in the least restrictive environments (LREs) and an explanation of the extent, if any, that the child will not participate with typically developing children
Includes the early intervention services and supports necessary to meet the unique needs of the child and family in order to achieve the identified outcomes	Includes the special education, related services, supplemental aides and services, modifications, and supports to be provided to help the child make progress and participate in developmentally appropriate activities
Team membership includes: <ul style="list-style-type: none"> <li>• A parent or parents of the child</li> <li>• Other family members as requested by the parent</li> <li>• An advocate or person outside the family, if parent requests that the person participate</li> <li>• Service coordinator</li> <li>• A person or persons involved in conducting evaluations and assessments</li> </ul>	Team membership includes: <ul style="list-style-type: none"> <li>• A parent or parents of the child</li> <li>• Regular education teacher</li> <li>• Special education teacher</li> <li>• A representative of the school district who can commit resources</li> <li>• A person who can interpret results of the evaluations</li> <li>• Others who have knowledge or special expertise about the child</li> </ul>

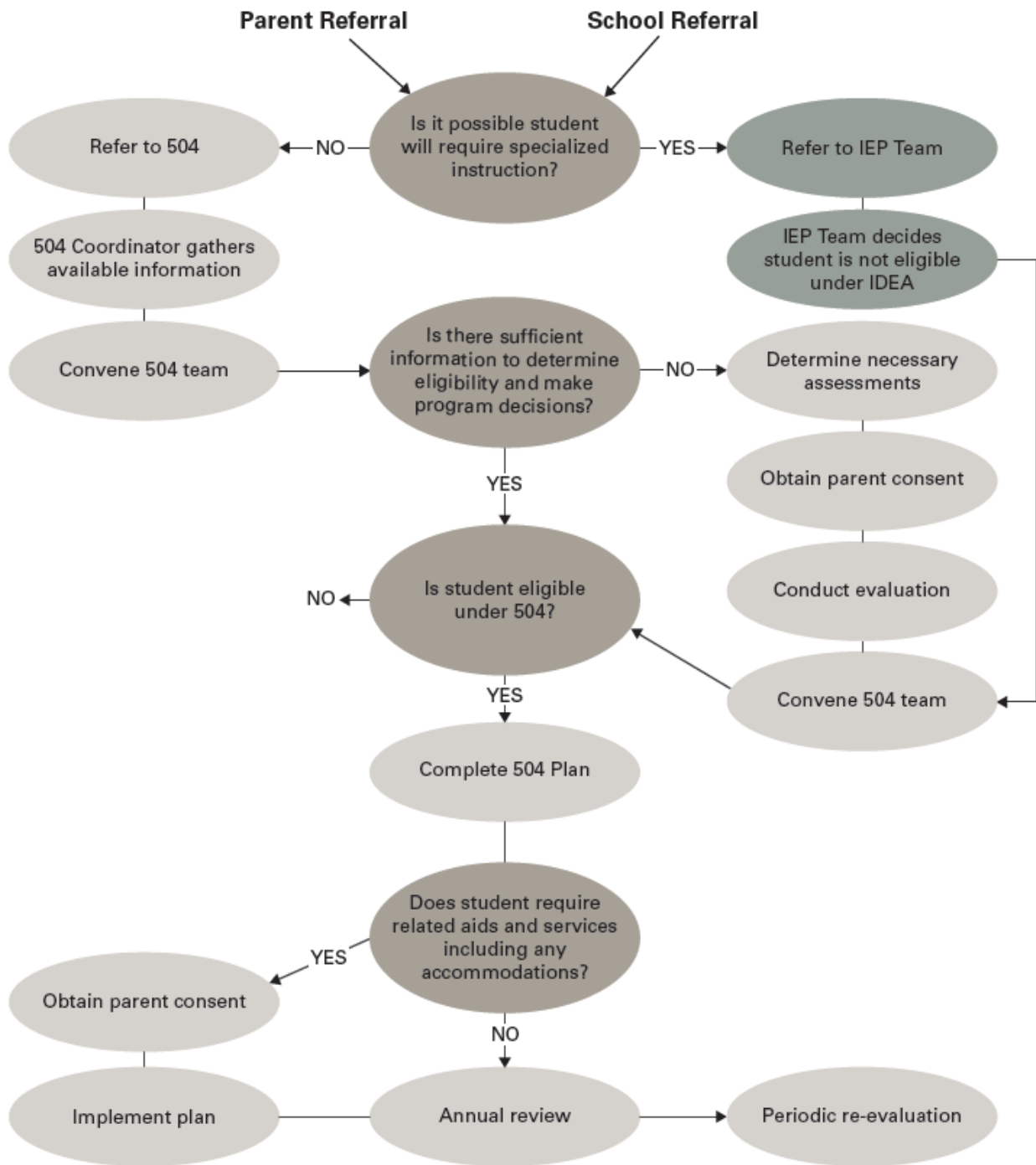
## Birth to 3 Program Flow Chart



**Section 504 Process Flow Chart**



# 504 Process Flowchart



**DrummondWoodsum**

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