

## Clarifying Child Find II

What You Might Hear	What You Might Want to Clarify
<p>“Now that anyone can suspect a disability we are going to be swamped with evaluations.”</p>	<ul style="list-style-type: none"> <li>• The public agency (LEA and AEA) must suspect a disability not an individual.</li> <li>• To suspect a disability, outside of rare and unique medical issues, the student must be:                             <ul style="list-style-type: none"> <li>○ Persistently below expectations or standards, and</li> <li>○ Be unique in comparison to peers, and</li> <li>○ Not have a more plausible primary reason for exhibiting the performance they do.</li> </ul> </li> <li>• The completion of the Disability Suspected form is a data-based process with all decision points being substantiated by data. It is not to be completed on the basis of opinion or individual judgment in lieu data.</li> </ul>
<p>“Now that support staff is only going to be involved in general education interventions on an occasional and incidental basis, I guess we will just have to use the special education teacher for general education intervention.”</p>	<ul style="list-style-type: none"> <li>• The use of special education teachers in the general education intervention process is essentially the same as the use of special education support and related service providers in the general education intervention process.</li> <li>• Special education teachers would only work with the general education population at large in an occasional and incidental manner.</li> <li>• Special education teachers would work with students who are targeted as not on track, are at-risk, or need intervention. Work with this group would be targeted and purposeful. The primary responsibility for the intervention would remain with the general education teacher with the special education teacher acting in a secondary and support role.</li> <li>• Before special education teachers would be used in general education intervention activities, the IEP needs of all students on the teacher’s roster must first be met.</li> </ul>
<p>When you say “occasional and incidental” aren’t you really saying the same thing as “incidental benefit?”</p>	<ul style="list-style-type: none"> <li>• Occasional and incidental refers to the role of the special education teacher or the support and related service staff in the general education intervention or supplemental support process.</li> <li>• Incidental benefit refers to a section of IDEA on the permissive use of Part B funds. Specifically, IDEA says, “...funds provided to an LEA under Part B of the Act may be used for ...services and aids that also benefit nondisabled children.” This would be specifically “for the costs of special education and related services, and supplementary aids and services, provided in a regular class or other education-related setting to a child with a disability in accordance with the IEP of the child, even if one or more nondisabled children benefit from these services.”</li> </ul>

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<p>“I think this child has a disability and I’ve seen a bunch of children with disabilities in my time. What is this data I now need to have?”</p>	<ul style="list-style-type: none"> <li>● To suspect a disability, outside of rare and unique medical issues, the student must be:                             <ul style="list-style-type: none"> <li>○ Persistently below expectations or standards, and</li> <li>○ Be unique in comparison to peers, and</li> <li>○ Not have a more plausible primary reason for exhibiting the performance they do.</li> </ul> </li> <li>● The completion of the Disability Suspected form is a data-based process with all decision points being substantiated by data. It is not to be completed on the basis of opinion or individual judgment in lieu data.</li> <li>● The two most important sets of data for a disability suspicion decision are:                             <ul style="list-style-type: none"> <li>○ Data that supports the contention that the child is persistently not meeting expectations or standards. This would mean data on what has been expected and the student’s performance over time showing that the student has persistently performed below the expectation.</li> <li>○ Data that supports the contention that the child is an outlier compared to peers. This would mean data on what all other students are doing in relationship to the expectations or standards and what the student in question is doing in relationship to the expectations or standards.</li> </ul> </li> </ul>
<p>Since special education teachers are now limited in their work with general education interventions we are no longer going to be able to do co-teaching and collaboration.</p>	<ul style="list-style-type: none"> <li>● Collaboration and co-teaching pertain to students with IEPs and remain preferred models of service provision.</li> <li>● Collaboration and co-teaching remain important options for districts to meet the requirements for highly qualified special education teachers.</li> </ul>
<p>Why talk about disability suspected when we don’t label students with disabilities anymore?</p>	<ul style="list-style-type: none"> <li>● In order to receive special education services a child must first be considered to be disabled.</li> <li>● Students with IEPs in Iowa are most often referred to as “eligible individuals.” This has never meant that students with IEPs do not have disabilities.</li> <li>● Iowa has an obligation to the Office of Special Education Programs (OSEP) to assure that all students who receive special education services meet our child find standards. Additionally, OSEP requires that each state’s child find process, whether categorical in nature or not, will find all children described in the 13 federal categories found in IDEA.</li> <li>● In order for a student to receive special education services they must have a disability and need special education.</li> <li>● Disability in Iowa is determined through the full and individual evaluation. The evaluation must substantiate that each child, before receiving special education, has a disability (determined by progress conclusions and discrepancy information) and needs specialized instruction, aids, or services that cannot be provided solely by general education.</li> </ul>

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<p>Since we don't do IDM and get screening information on all students in this district I don't know how we'll ever know if a child is unique.</p>	<ul style="list-style-type: none"> <li>• It is true that schools with multi-leveled frameworks for addressing student achievement would likely have more readily available information on which to determine the difference between any one student's performance and that of all others.</li> <li>• Other means of comparison of a student's performance to that of the peers will need to be derived from available sources. Most districts have assessments all students take. There may be suspension or office referral data, or data from different service providers (i.e., hearing and vision screening).</li> <li>• Whatever the source, the important idea is that the data measures the area of concern and allows for the comparison of the targeted student to the rest of the students.</li> </ul>
<p>Until I get some new test kits I don't know if I can really evaluate all areas included in the domains.</p>	<ul style="list-style-type: none"> <li>• Evaluation of the domains is not synonymous with testing the domains.</li> <li>• Evaluation is the thoughtful consideration of the existing information in order to make an informed decision. This thoughtful evaluation would encompass all existing information from multiple sources potentially derived from multiple methods.</li> <li>• Testing is the act of sampling behavior, often to get a score. Test results would still require careful analysis and evaluation.</li> <li>• Virtually all needed considerations of the educational domains can be addressed without the use of or requirement for test batteries and kits. Careful and considerate use of information from review of exiting information, interview of knowledgeable individuals, and possible observation will typically be sufficient to satisfy the requirements for evaluating the domains at the point of seeking consent for an initial full and individual evaluation.</li> </ul>
<p>Now that interventions will be done predominantly by general education with the support of AEA staff, LRE percentages should increase substantially.</p>	<ul style="list-style-type: none"> <li>• LRE percentages are based on students with IEPs. Consequently, any work done through the provision of supplemental interventions and supports in general education will not impact LRE percentages on IEPs directly.</li> <li>• It is true that as schools build more comprehensive systems of support in their general education program that students with IEPs should have increased opportunities to have their needs meet alone a continuum of options. This development of infrastructure within the educational structure of each school could improve educational options in a less restrictive environment for all students, including students with IEPs.</li> </ul>

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<p>I'm confused by the term "screening."</p>	<ul style="list-style-type: none"> <li>• Iowa Special Education Rules (2007) clearly state screening for instructional purposes is not evaluation in the same sense that evaluation as part of a full and individual evaluation to determine eligibility and need for special education is. The Iowa Rules of Special Education state, "The screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation shall not be considered to be an evaluation for eligibility for special education and related services." 281—41.302(256B,34CFR300)</li> <li>• In a system utilizing a multi-leveled framework of support for the achievement of all students, screening is permissible since it is in fact for the determination of more appropriate instructional strategies and the assessment of acquired knowledge and skills from core instruction.</li> <li>• Screening to see if a child might need special education is fundamentally different than what is described in the special education rules. This would seem to contemplate a decision being made to determine if a child is eligible for and needs special education and would require suspicion of a disability and informed parent consent.</li> </ul>