



# Special Education Services in Schools

Jacob Campbell, LICSW at Heritage University  
Spring 2024 SOWK 322



# Agenda

## How Does Special Education Services Work in Schools

Week three course plan

General overview of special education

Referral process for special services

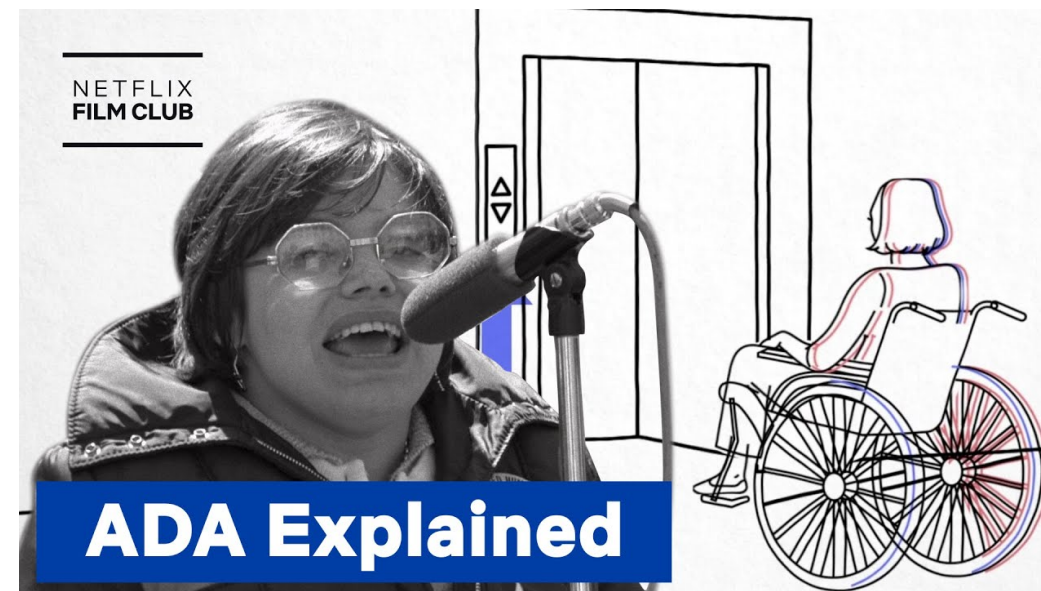
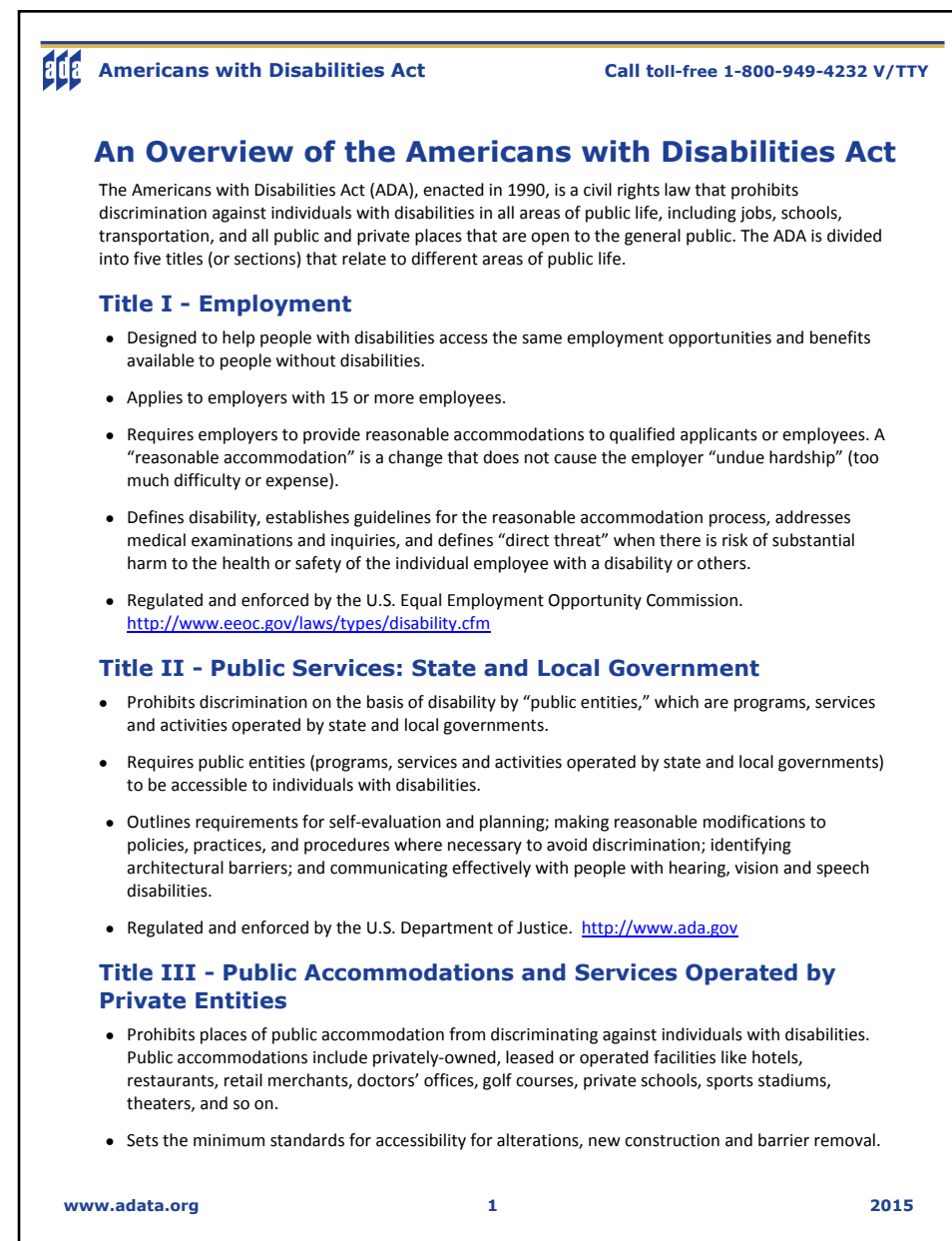
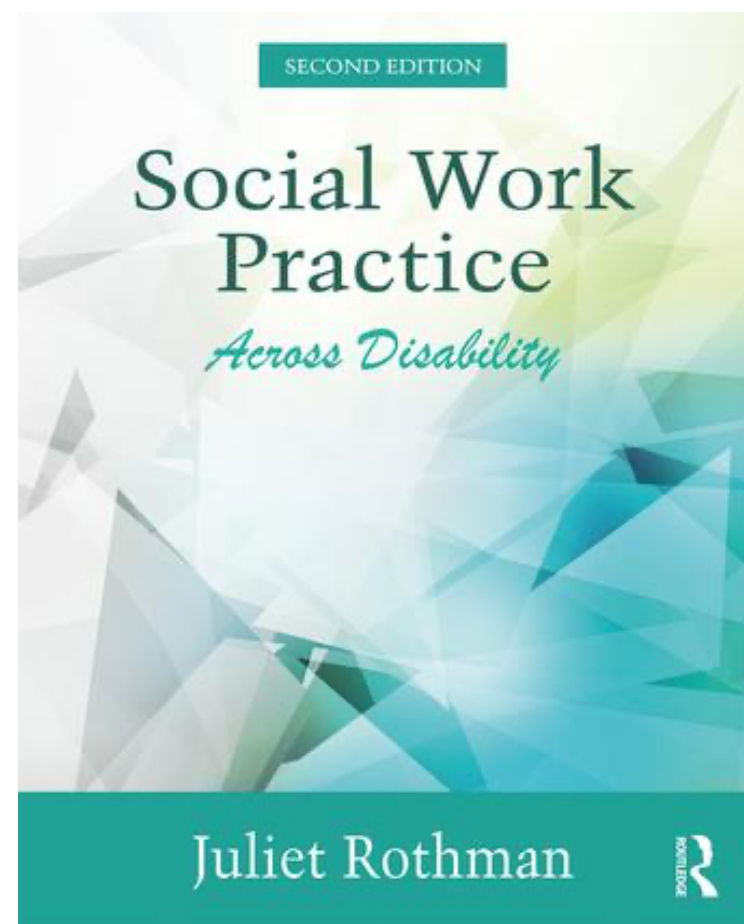
Positions and rolls

# Week Three Course Plan

## What You Need to Do

### Review and Take Quiz

An Overview of the Americans with Disabilities Act



- \* Disability History and Law: Where Are We Now and Where Do We Need To Go
- \* What Does Access Really Mean
- \* The Disability Rights Movement
- \* Disability Law and Your Curiosity

**At Least 3 Replies in Forums**

**Watch Videos**

### Read Chapter 3

The Disability Rights Movement in the United States

**Ed Roberts: His Words, His Vision**

# Legal Basis for Special Education

- Americans With Disabilities Act
- Individuals With Disabilities Education Improvement Act
- Washington Administrative Code (Chapter 392-172A): Rules for the Provision of Special Education to Special Education Students

# A service not a place...

- Special education is not a classroom, it is a **continuum** of services
- Special education is defined by the **type of instruction** the student gets, not where the instruction occurs
- Special education is **specially designed instruction** which is defined as:



a change in the teaching strategies and methods used in order to differentiate material for students

# Important Terms in Special Education

- **Free and Appropriate Public Education (FAPE)**

A program designed to meet the individual needs of the student at no cost to the family.

- **Specially Designed Instruction (SDI)**

Organized and planned instructional activities, which adapt, as appropriate, the content, methodology, or delivery of instruction, in order to address the unique needs that result from a student's disability.





# 504 Plan

## Explanation & Eligibility

A 504 plan is an **accommodation** plan that allows a student access to his/her educational program to the same extent as non-disabled peers.

**To be eligible, a student must have an identified disability that:**

- *Adversely impacts* educational progress
- *Requires accommodations* to mitigate the inequity in their to access to their educational program

# What is an IEP?

## Individualized Education Program

- Defines the student's **present levels** of performance in areas of eligibility
- Outlines **measurable goals and objectives** in all areas of eligibility
- Describes the **accommodations and modifications** the student requires
- Identifies the **least restrictive environment (LRE)**, how much time the student will spend in special ed and general ed settings, and who is responsible for the implementation of services and tracking of progress
- Defines a **transition plan** and course of study after age 16



# Qualification for Services

## What Does it Take?

### **A student eligible for special education must:**

Have an identified disability (in one of 14 categories) that...

1. Adversely impacts their education progress and
2. Requires specially designed instruction (SDI)

**A student can have a disability and not meet the other 2 tiers, therefore, not be eligible for special education services under IDEA.**



# Typical Referral Concerns

## Frequent Needs of Students

- **Academic delays** of ~2 or more years despite average capabilities/ cognitive skills and multiple interventions over time
- **Lack of progress** within an intervention when peers are making consistent progress
- Attention or behavior results in **significant academic delays** or lack of access to instruction
- Social skill or behavior delays result in **underperformance or inability to benefit** adequately from instruction



# Considerations

## What Do Schools Look At?

- Limited English proficiency
- Lack of attendance over time/numerous absences
- Environmental issues
- Exposure to adequate instruction in reading and math
- Interventions provided prior to referral





## Who Makes Them

**Anyone** can make a referral for special education services if they believe the student would benefit from a more specialized instructional program than can be provided in the general education setting.

# The Road to Referrals



# The Road To Referrals

## What is the Process

Anyone can make a referral for special education services if they believe the student would benefit from a more specialized instructional program than can be provided in the general education setting



A referral must be submitted in writing to the building or district level

The best person to send the referral to is the building administrator and/or the school psychologist





# At The Referral Team Meeting

## **The teacher presents the data they have collected on:**

- Interventions that have been attempted,
- How long they were attempted, and
- Results of the interventions

**Based on this information the referral team makes a determination as to whether to proceed with a special education evaluation or if more information is needed.**

## **Other data shared includes:**

- absence profile
- assessment information from student track
- primary language
- discipline history
- health
- academic history



# Timeline

## What Are the Requirements after a Official Request

### **25 school days**


- The amount of time the team has to meet to decide if an evaluation is going to occur and inform parents of the decision and obtain consent to evaluate

### **35 school days**

- The number of days from the data of consent that a team has to complete an evaluation if one is recommended.

### **30 calendar days**

- The number of days a team has to develop an initial IEP if the student is found to be eligible for special education services.



So...  
an evaluation  
is not a quick  
process



# Eligibility Categories & Programs

## What Is Offered In Pasco

14 Eligibility Categories

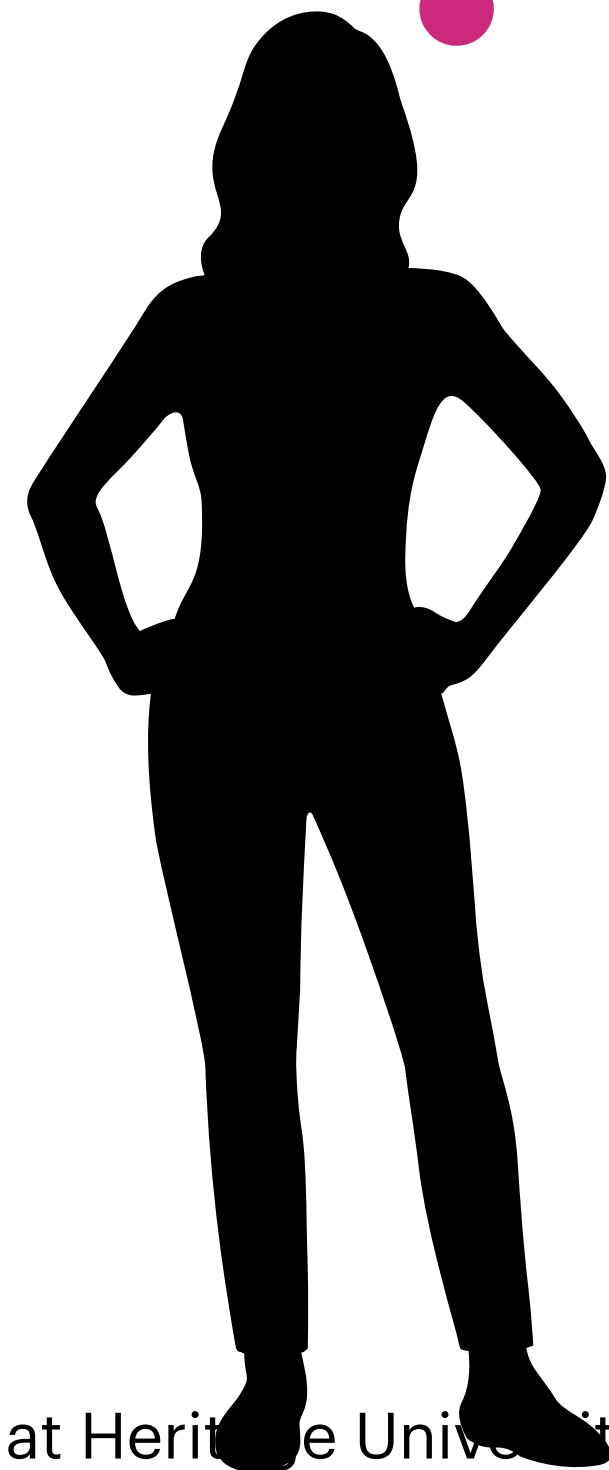
- Health Impairment
- Emotional/ Behavioral Disability

13 Special Service Programs

- Behavior Programs (BRIDGES)

# Coordinating Services

## How Outside Services Can Collaborate with Special Education



Requesting records  
Connecting with case manager  
Seeing programs first hand  
Participating in meetings  
Sharing recommendations



# Positions and Rolls



# Positions and Roles

- Student
- Parent
- Teachers
- School Counselor
- School Psychologist
- Education Specialists
- School Administrators or Principals
- Special Services Administrators
- Speech Language Pathologist
- Occupational Therapist
- Physical Therapist
- School Nurse
- School Social Workers