

IEP, 504, LRE, Bilingual Education?

Navigating the alphabet soup of special
education

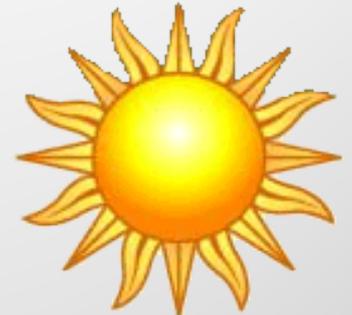
Essential Questions



- What is an IEP?
- What is a 504 Plan?
- How do I sign THAT?
- Other than me, what accommodations do Deaf or Hard-of-Hearing students typically use?
- What is bilingual education for Deaf students?
- What are some tips for working in different level classrooms?

What will we do this morning?

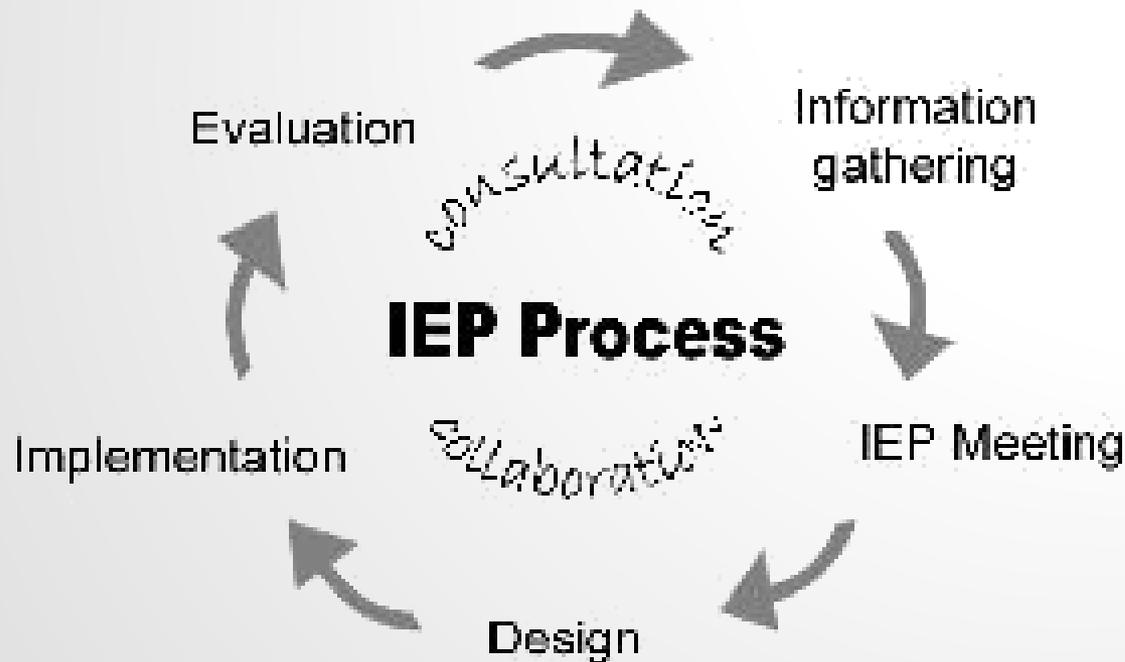
- ▶ Pre-test—for your eyes only
- ▶ Partner puzzles (optional)
- ▶ Introduction to the IEP Process
- ▶ Comparison of IEP and 504 Plans
- ▶ A sampling of common IEP terms
- ▶ Group work—analysis and practice interpreting sample IEPs
- ▶ Sharing our insights and struggles
- ▶ BRIEF history of the bilingual movement in Deaf Education and related terminology
- ▶ Practice using bilingual strategies
- ▶ Tips for working with Deaf/H-H students as they age—sharing our experience and insight
- ▶ Post-test—for your eyes only



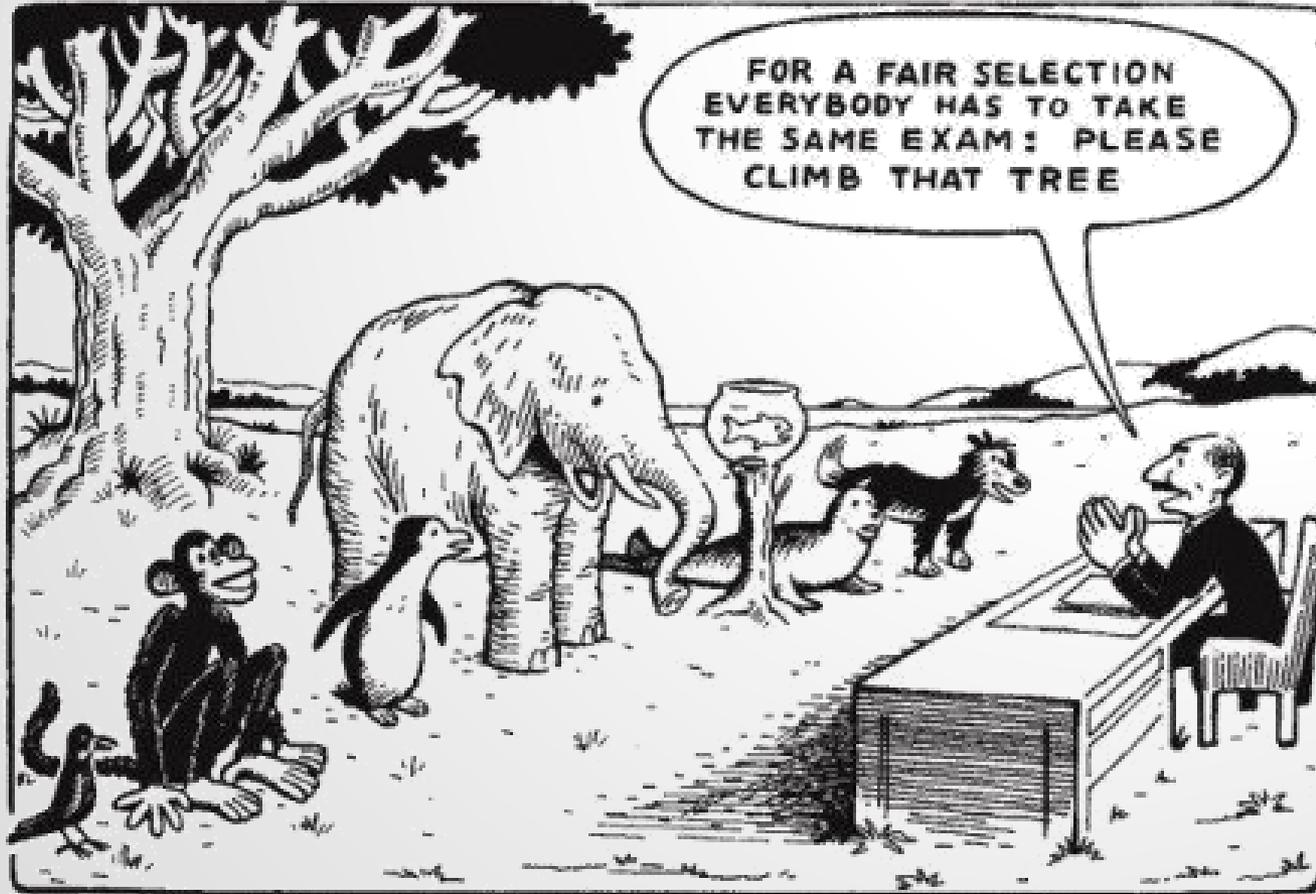
What is IDEA?



How does a student get an IEP?



Then what happens?



Who is on the IEP team?



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OUTNUMBERED?

Sections of the IEP

- ▶ Section 1: Background Information



Sections of an IEP, cont.

- ▶ Section 2: Present Levels of Academic and Functional Performance



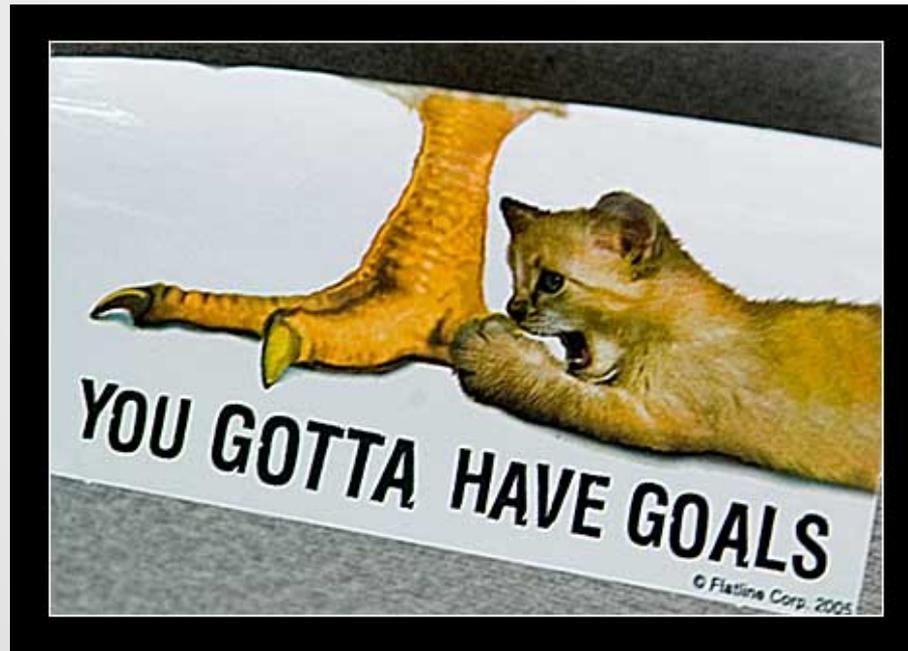
Still more sections

- ▶ Section 3: Long-term Adult Outcomes

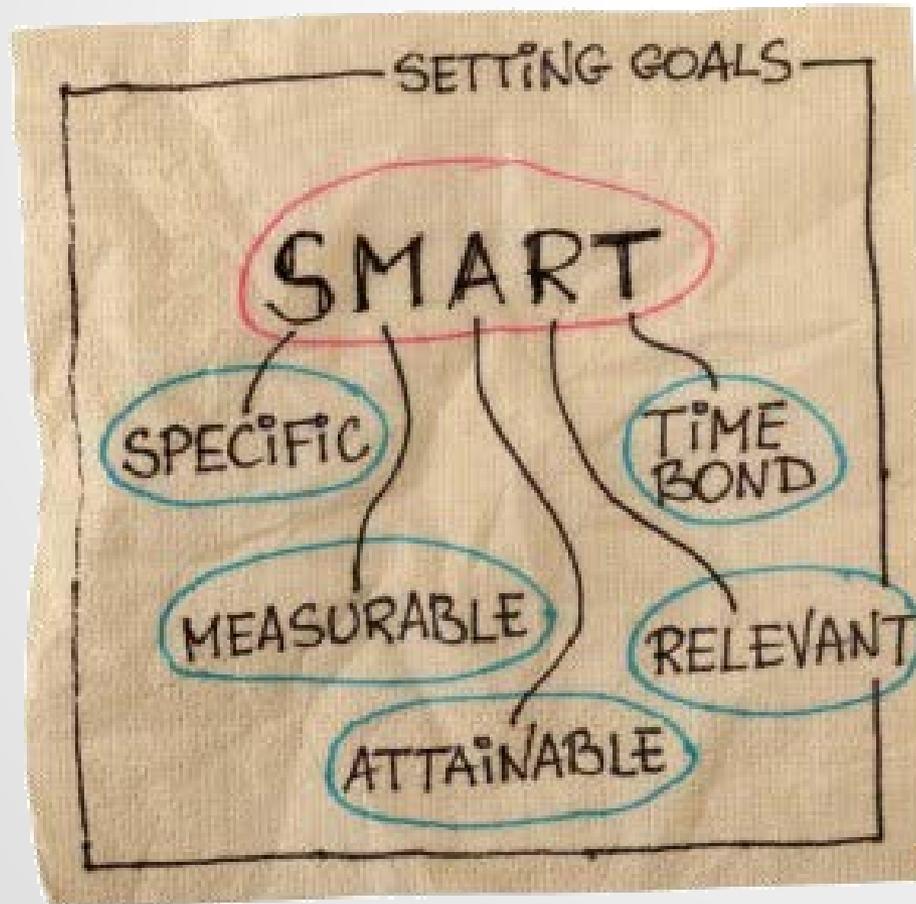


And more...

- ▶ Section 4: Measurable Annual Goals and Benchmarks/Short Term Objectives



Benchmarks / Short Term Objectives



Remaining sections of an IEP

- ▶ Section 5: Special Education Programs and Related Services, Program Modifications

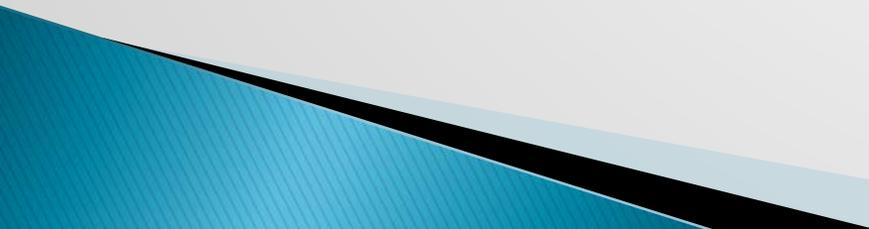


Yes, more

- ▶ Section 6: Participation in General Education, Non-Academic, Extra-Curricular Activities



Almost done!

- ▶ Section 7: Participating Agencies for Transition
 - ▶ Section 8: Coordinated Set of Activities Leading to Long-Term Adult Outcomes
 - ▶ Section 9: Graduation Information for Secondary Students
 - ▶ Section 10: Summary of Selected Recommendations and Notes
 - ▶ Section 11: Reporting Progress to Parents
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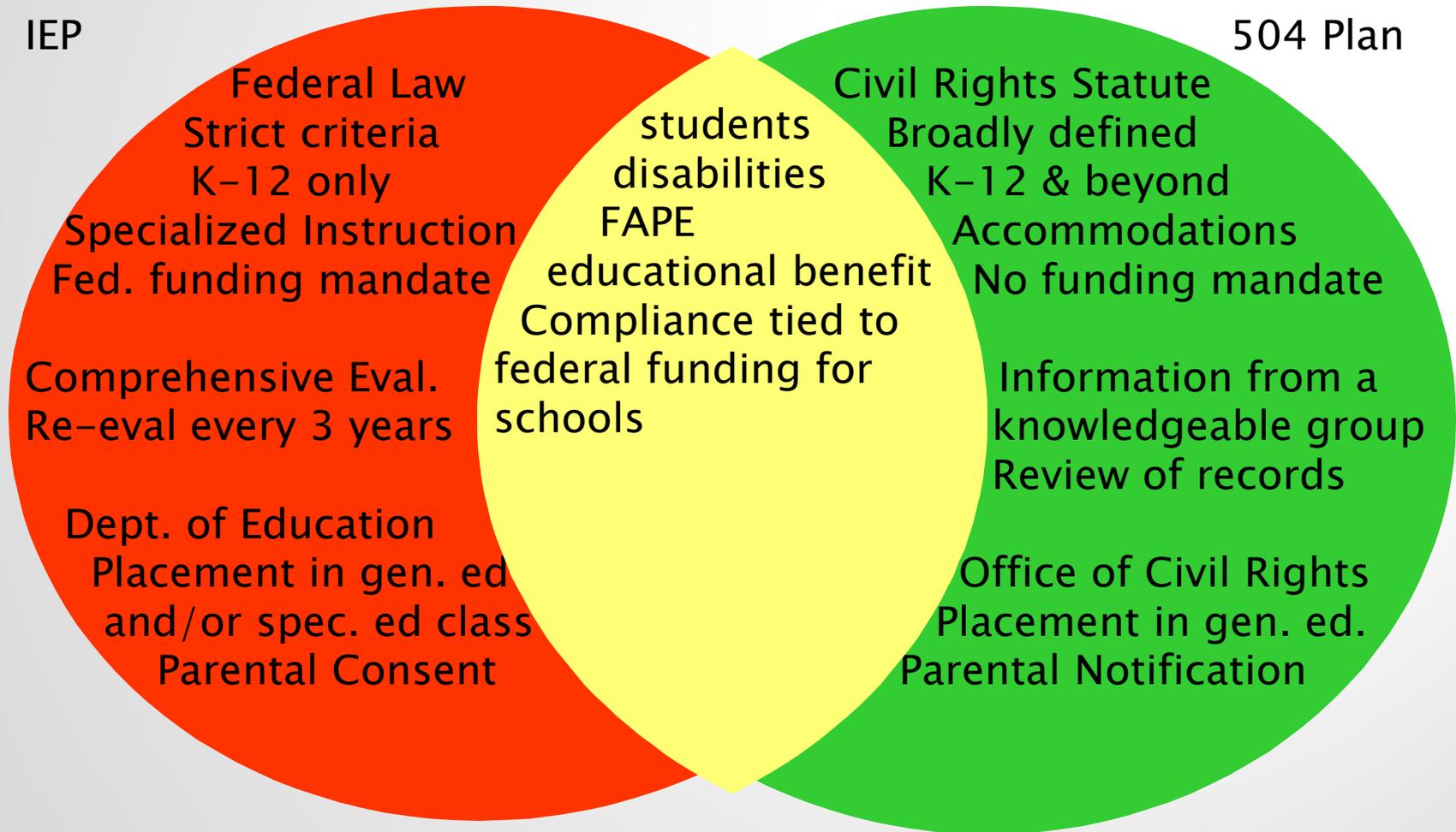
What is a 504 Plan?



IEP & 504 Plan Similarities & Differences

IEP

504 Plan



Look at sample IEPs, 504 Plans

- ▶ With a partner or in a small group, look over and decide if your document is an IEP or a 504 Plan
- ▶ Share and give your reasons for deciding which it is
- ▶ TAKE A BREAK 😊

Common General IEP Terms

- ▶ LRE=least restrictive environment
- ▶ LEA=Local Education Agency
- ▶ FAPE=Free and Appropriate Public Education
- ▶ FERPA=Family Educational Rights and Privacy Act
- ▶ MTSS=Multi-Tier System of Supports
- ▶ CCSS=Common Core State Standards
- ▶ Exceptionality=specific disability
- ▶ Educational Decision Maker= who can sign to accept the IEP—for children under age 18, the parent or legal guardian; at age 18, the student
- ▶ Accommodations=instructional and/or test adaptations that allow a student TO show what they know WITHOUT changing the core content or targeted skill
 - Time-ex., extended time to complete tests
 - Flexible Scheduling-ex., giving more days to complete a project
 - Presentation of material-ex., presented in ASL instead of English
 - Setting-ex., take a test in a different place than most students
 - Response-ex., student responds to test questions in ASL, etc.
- ▶ Modifications= instructional and/or test adaptations that allow a student to show what they know while REDUCING the target skills or core content
- ▶ Baseline=what the child is doing BEFORE intervention in a given area

Early Childhood Specific Terms

- ▶ ITS=Infant Toddler Services
- ▶ Tiny K=statewide network of regional early intervention (0-3) providers in Kansas
- ▶ First Steps=Missouri Infant-Toddler Program
- ▶ Parent Involvement Network=Missouri Program
- ▶ IFSP=Individual Family Services Plan
- ▶ Part C=0-3 services
- ▶ Part B=educational services planned prior to child's 3rd birthday that can continue from age 3-21

Audiology related terms

- ▶ Bilateral=2 sides (or 2 ears)
- ▶ Unilateral=1 side (or 1 ear)
- ▶ Profound loss=>95 dB (decibel)
- ▶ Severe loss=71-94 dB
- ▶ Moderately Severe loss=51-70 dB
- ▶ Moderate loss=41-50 dB
- ▶ Mild loss=20-40 dB
- ▶ Outer ear=pinna (ear we see) and the ear canal to the ear drum
- ▶ Middle ear=ossicles (3 small bones behind the ear drum)
- ▶ Inner ear=cochlea (shell-shaped organ in the Organ of Corti filled with cilia, ie., tiny hairs that move), includes the auditory nerve which leads to the brain
- ▶ Conductive loss=hearing loss due to problems in the outer and/or middle ear; auditory nerve is intact; can usually be corrected medically (colloquially known as bone loss)
- ▶ Sensorineural loss=damage to the cochlea (inner ear) and/or the auditory nerve
- ▶ Mixed loss=sensorineural loss plus problems in the outer or middle ear
- ▶ Neural Response Telemetry=non-invasive, computerized system to check if the electrodes in a cochlear implant are working; useful if the child is unable to communicate what sounds they can detect
- ▶ Speech Frequencies=250-5000 Htz (Hertz)

Enough Lecture, All Ready!

- ▶ With a partner, take turns reading and signing sample IEP reports, including goals and objectives
- ▶ These are REAL reports...the names have been changed to protect the innocent
- ▶ Make note of problematic areas or terms
- ▶ Be ready to share
- ▶ TAKE A BREAK 😊

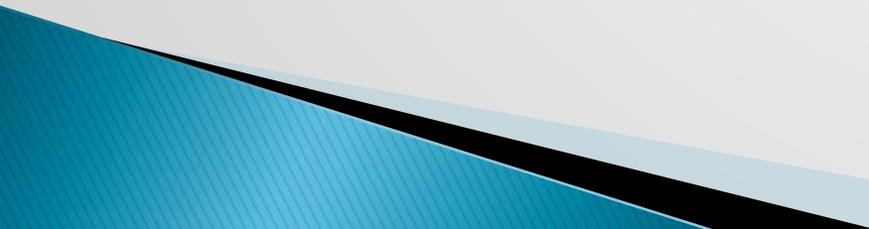
Bilingual Education: ASL & English

- ▶ Laurent Clerc & Thomas Hopkins Gallaudet
- ▶ Milan, Italy Conference–1880
 - Vote to discontinue sign
 - Oral method prevailed until well into the 1970's
- ▶ Development of Manually Coded English
 - Harry Bornstein–Signed English–Gallaudet–Deaf
 - David Anthony–Seeing Essential English (SEE 1)–Deaf
 - Gerilee Gustafson, Esther Zawolkow, Donna Pfetzing–(SEE 2)–Deaf
 - David Wampler–Linguistics of Visual English (LOVE)–Deaf
- ▶ Total Communication Philosophy–morphed into Simultaneous Communication

Bilingual Education, continued

- ▶ **Toward Equality Report**–Congressional Commission on Education of the Deaf–Feb., 1988
- ▶ **CAEBER**–Center for ASL and English Bilingual Education and Research
 - Steve Nover, PhD from NMSD now housed at GU
 - Star Schools
 - AEBPD–ASL/English Bilingual Professional Development
- ▶ **Alliance for Deaf Children** (formerly DBC)
- ▶ **Laurent Clerc National Deaf Education Center**
- ▶ **Visual Language & Visual Learning (VI2)**

Main tenets

- ▶ Additive
 - ▶ Language Allocation
 - ▶ Purposeful use of ASL & English
 - ▶ Social & academic language development in both languages
 - ▶ Signacy
 - ▶ Literacy
 - ▶ Spoken Language Immersion
- 

Bilingual Strategies

- ▶ Concurrent Use
 - Sandwiching
 - Chaining
 - Codeswitching
- ▶ Language Separation
 - Person
 - Topic
 - Time
 - Place

Tips for working with kids

- ▶ Early Childhood
 - Get down on their level physically
 - One plus
 - Developmental sequence
 - Model, model, model language
 - Avoid using the term no—it leads to power struggles
 - Give choices
 - Show them what they are allowed to do
- ▶ Primary
 - Similar to EC
 - Scaffolding
 - Expansion
- ▶ Upper Elementary
 - Scaffolding, expansion continue
 - More traditional interpreting

A few resources for more info

- ▶ VI2.gallaudet.edu
- ▶ www.gallaudet.edu/clerc_center
- ▶ www.NICHCY.org
- ▶ www.ed-center.com
- ▶ www.brighthubeducation.com
- ▶ Archive.gao.gov/t2pbat17/135760.pdf
- ▶ www.gallaudet.edu/ccs/lpi_and_caeber.html
- ▶ IDEA.ed.gov/
- ▶ www.aslrose.com