

IEP and RTI

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Early intervention is starting services before the child begins elementary school. According to IDEA, a child is eligible for early intervention from birth to two years old. The Early Childhood intervention is from three until the child starts kindergarten. This starts the process of getting the child involved in special education at an early age to try and ease the disability and/or help the transition into school. Child find is where at each school there will be procedures in place to help locate, identify and evaluate all students from age three to twenty-two who need special education services (Identification and Evaluation, 2014). This means that there should, by law, be standards set in place so no child in need of services falls through the cracks. The early interventions are the intervention before age three. This can include the diagnosis and some techniques given by the doctor to help with the disability. Activities that can be provided for children from birth to kindergarten are developmental activities, literacy instruction, and providing educational and behavioral evaluations, services, and supports (Comprehensive and coordinated early interventions, 2014). The selection is not limited to those listed and parents can request others. These services can be continued once a child enters school also.

At any age, it is the parent's right to request evaluation of their student for special education (Comprehensive and coordinated early interventions, 2014). There are other ways to be considered for special education besides parental request. The classroom teacher can request an evaluation if the student is starting to fall behind or presents other red flag signs. A multidisciplinary team will be assembled to assess the student (Conducting and initial evaluation, 2014). This can include a multitude of different school personnel depending on the behaviors the student presents. There

should be an evaluation in place for each suspected disability and a team member to evaluate that area (Conducting and initial evaluation, 2014). This process can take some time depending on the factors present. The parent will need to be met with and talked through all the tests that the student will undergo. This can assure compliance, with the laws and keep the parent at ease, as all this can be frightening. There is a 50 day timeline from the time the consent for evaluation is given ((Conducting and initial evaluation, 2014). This is 50 school or business days.

After the team puts the student into the disability category or categories then, they will have an initial case review. This will call upon the student's Individualized Education Plan team and the parent to put together a plan to help the student. This will include the accommodations or modifications the student will need, the goals that the team will work together to set, among other things. The way to begin the meeting is by making sure the parent has a copy of the procedural safeguards. The team should also mention the student's strengths to let the parent know that the student is still doing well. This meeting should include the parent, the teacher of record, the general education teacher most relevant, a public agency representative, the school counselor and any other personnel working with the student. This group of people is required to be there by law. The parent should be included in every step of the IEP process. This will give the student the best education because the parent knows their child best. The goals should be measurable and achievable. This means that the student's progress can be recorded for future reference and that the goals are realistic for the child to complete,

The purpose of all this evaluation processes and meetings is to correctly put the student in services that will benefit them the most. This is why there are so many laws and regulations surrounding the evaluation process. The school counselor must be involved to assess the mental status of the child, especially those diagnosed with Emotional Behavioral Disorder. The school services are meant to support the parent at home. The parent is the person who knows the student best.

Response to Intervention is a process that occurs prior to being placed in special education services. This process is composed of three tiers one being the least restrictive environment with three being the most. It was implemented to help those students who were falling through the cracks. Tier one is general education classroom with some help from the teacher from time to time. Tier two is more individualized instruction with more small group work and one on one time. Tier three is a specialized plan that is normally full on special education (Stuart & Riniadi, 2009). The special education teacher comes in to play more into Tier 2 and 3. Many English Language Learners are involved in the RTI process. This helps them learn and understand instruction in a better way suited to their culture or language. Being pulled aside also helps them learn English at their own pace. This knowledge comes from my own experiences in the Spanish department at the high school I attended. When the student reaches Tier 3, more often than not they are eligible for special education. During these tiers a collaborative plan needs to come about between all the professionals working with that particular student (Stuart & Riniadi, 2009). The general education and special education teachers should be open to co-teaching as a possibility or any other methods of working together. The school should provide

teachers with opportunities to go to seminars and learn about other methods of implementing the RTI. The general education teacher may need to provide one on one teaching with some students undergoing the process. These teachers need to be ready and willing to give this process all they have. Special education teachers need to be willing to go to general education rooms and pull out children that need it. The communication line always needs to be open. A particular way that has been seemingly effective is the co-teaching models. These models such as, one teach, one observe or the teaching in small groups methods are being used more rapidly. As education starts to stray from the traditional model of teaching, which is one classroom taught by one teacher, co-teaching is an effective way to bring in other teaching styles and to get new perspectives (Stuart & Riniadi, 2009).

Recording the data from this process is important, it will give the teachers necessary information to conduct the instruction. Many public schools are implementing this to keep all the children slipping behind on track and to keep them at grade-level (Stuart & Riniadi, 2009). This is a good thing because the more students that feel helped at school will help the dropout rate lessen.

The process of special education is a very complex animal. The overall goal will always be to give the students involved the best education that is possible. Starting out at a young age can make this process easier and there are laws and funding to support the parents that do catch the disability at a young age. Sometimes special education is not the best answer to a student who is falling behind. Using the RTI can monitor the student without putting them through the evaluation process. Using this tiered system is becoming a staple in the special education world today.

References

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